THE VACATION RELIGIOUS DAY SCHOOL

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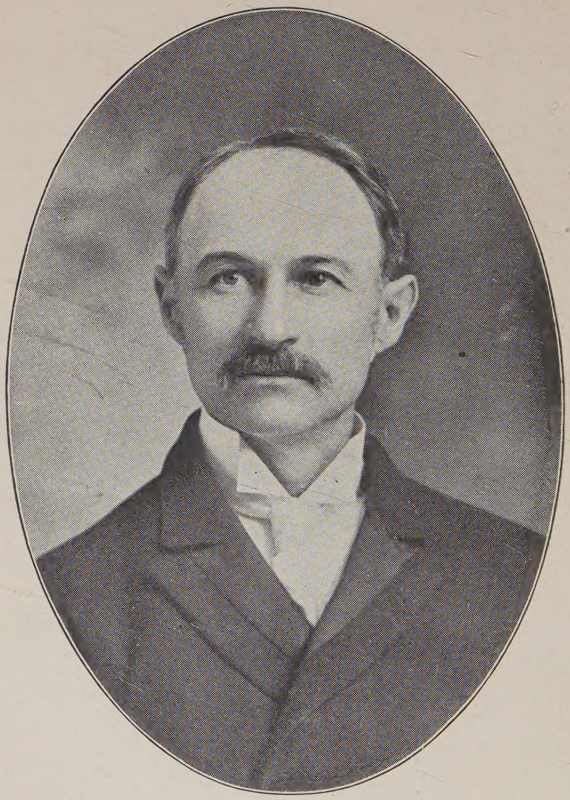

Rev. Howard R. Vaughan
Founder of the Vacation Religious Day School

The Abingdon Religious Education Texts
David G. Downey, General Editor
VACATION DAY SCHOOL SERIES. NORMAN E. RICHARDSON, Editor

The Vacation Religious Day School

TEACHER'S MANUAL OF PRINCIPLES AND PROGRAMS

BY
HAZEL STRAIGHT STAFFORD

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NEW YORK CINCINNATI

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TO THE REVEREND H. R. VAUGHAN, A PIONEER IN INTERDENOMINATIONAL EDUCATIONAL EFFORTS, WHO HAS GIVEN SO MAGNIFICENTLY AND UNSELFISHLY OF HIS ABUNDANT ENTHUSIASM AND UNFAILING ENERGY, WITHOUT WHICH THE SCHOOL COULD NEVER HAVE TAKEN ROOT AND SPREAD, THIS LITTLE VOLUME IS DEDICATED

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EDITORIAL NOTE

THE vacation religious day school has passed the experimental stage. It is now widely recognized as a very useful institution. It can be adapted to the needs of all types of communities. The concept has back of it twenty years of practical experience. Its technique has been developed under the careful study of leaders who are familiar with the philosophy of both general education and religious education. The publication of a volume that adequately sets forth its principles and methods is not only justifiable, it has come to be a practical necessity.

Back of the rapidly increasing popularity of the idea of the daily vacation school of religion are the convictions that—

First: The Sunday schools, because of their many limitations, cannot carry the full responsibility for the religious training of the children and youth of America. In addition to their highly important work there will be required a substantial program of week-day religious instruction.

Second: The responsibility for this week-day religious instruction cannot rest upon the public school boards, but it does rest upon the churches of the community.

Third: In view of the constitutional provision for the separation of church and state and of the guarantee of religious freedom to all, week-day religious instruction must be conducted, necessarily, upon a voluntary basis and without the use of public funds.

Fourth: The purpose of vacation religious day schools is to instruct the children in fundamental religious values common to all denominations. This instruction will in no way interfere with the work of the Sunday school, but, rather, will strengthen it.

Fifth: If religious training is to be universal for our country, it must be organized and maintained by all the churches acting together. The community is a natural unit in our national life. An adequate program of religious education for a community involves many problems which can be solved only by community cooperation.

Sixth: There are several weeks of the ordinary vacation period in which a substantial amount of time can be gleaned after the rich harvest of the regular school year. If properly made use of, the time thus taken will not leave with the children the inference that they are being robbed of a part of their rightful play resources.

Seventh: The program of the vacation session of the church school can make use of the prevailing play spirit without in any way invalidating the educational efficiency of the work. Play is not incompatible with childhood religion.

Mrs. Hazel Straight Stafford, whose ten years of experience with the Vacation Religious Day School movement are reflected in this manual, has taught every grade for which curricula and programs are provided. Her many practical suggestions are consistent with the policies which have been formally adopted by the movement. After having graduated from the University of Wisconsin as an honor student, Mrs. Stafford was awarded a Teaching Fellowship. She has had three years' experience as a teacher in the high school. The present work will be welcomed with enthusiasm by all who are interested in the subject of the vacation religious day school.

NORMAN E. RICHARDSON.

PREFACE

THE institution known as the religious day school grew slowly with much experimentation originated fully twenty years ago in certain pastor's classes held in northwestern Wisconsin, conducted by the Rev. H. R. Vaughan, a Congregational minister, then located at Elk Mound.

The next stage in development was the founding of the picturesque summer Bible schools at Elk Mound, when people from far and near came to pitch their tents and enjoy an outing in camp while they acquired religious education. Rev. Mr. Vaughan was the leading spirit in these institutes which he with others had organized for the purpose of giving Sunday school teachers better training, an idea which at that time was so advanced that it was judged fanatical by many onlookers. The Elk Mound Bible schools were held for eight or nine years, and in its practice classes were worked out the ground principles of the religious day school as it is to-day.

These principles were based wholly on practical applications of educational psychology. Credit must be given to all the teachers who working with Dr. William J. Mutch, of Ripon College, principal of the institute, and Rev. Mr. Vaughan, gave of their knowledge and energy in conducting experiment after experiment in their search for the best methods and programs. Series of graded Bible and mission stories were arranged for use and the reproduced story method of teaching became characteristic of the school. The effectiveness of this pedagogy soon caused the evolution of the children's department, at first an accessory, into the main work. Finally the teacher training department disappeared.

The third step was the dissolution of the Elk Mound school and the planting of the seed of its choice blossom—an effective religious day school for children—in other places. This was a difficult work since the principle of interdenominational cooperation had not yet been concluded by the churches, and the idea of weekday religious instruction was deemed unnecessary, if not heretical. Undaunted by lack of funds, indifference, and opposition, Rev. Mr. Vaughan "carried on," upheld by his vision and enthusiasm.

In 1908 the first fully equipped religious day school in which the graded children's school was the main feature, was held at Ripon, Wisconsin. After this date the period of experimentation was passed and the era of growth was entered upon. Since then scores of successful schools have been held.

The spread of the school has been hindered only by the lack of getting directions and information regarding the curriculum and method into new places, which need this manual has been designed to fill. The manual is not a textbook for the pupils but a compendium of practical information for teachers, superintendents, and local committees, gleaned from many schools and long tested in the best of all schools—experience.

I wish to extend my thankful appreciation to the Rev. H. R. Vaughan, Dr. William Mutch, Professor Gordon, Miss Marie Leberman, and all the others whose advice, information, and experience so courteously given have made possible this manual.

HAZEL STRAIGHT STAFFORD.

PROGRAM AND CURRICULUM

Grade I

9:00–9:05	9:05–9:15	9:15–9:20	9:20–9:40
Record Attendance	Devotional Exercises Song-Prayer	Marching, Calisthenics, or Games	*Bible Story.* Baby, Sheep, and Children Series, in Mutch—Graded Bible Stories
9:40–10:00	**10:00–10:05**	**10:05–10:15**	**10:15–10:30**
Handwork Illustrating Bible Story	Indoor Recess	Song	*Mission Work* "Children in Mission Lands." William C. Griggs
10:30–10:40	**10:40–11:20**	**11:20–11:30**	**11:30–12:00**
Recess	General Assembly	Dismissal in Classroom	

Memory Work

(1) The First Christmas—Luke 2. 8–18
(2) Good Morning Song
(3) Song, "Can a Little Child Like Me"
(4) Song, "Away in a Manger"
(5) Song, "What Can Little Hands Do"
(6) Prayer, "Father, We Thank Thee for the Night," or another if desired

Grade II

9:00–9:05	9:05–9:15	9:15–9:20	9:20–9:40	
Record Attendance	Devotional Exercises Song-Prayer	Marching, Calisthenics, or Game	*Bible Story.* Mutch—Graded Bible Stories, Good People and House of God Series	
9:40–10:00	**10:00–10:05**	**10:05–10:15**	**10:15–10:30**	**10:30–10:40**
Handwork or Dramatization	Rest Period	Song	*Mission Work* "Little People of Japan," or "Mook, the Story of a Chinese Boy"	Recess
10:40–11:20	**11:20–11:30**	**11:30–12:00**		
General Assembly	Dismissal in Classroom			

Memory Work

(1) Song, "When Morning Gilds the Sky"
(2) The Lord's Prayer
(3) Song, "I Think When I Read that Sweet Story of Old"
(4) Song, "We Praise Thee, Lord"
(5) Psalm 23

GRADE III

9:00–9:05	9:05–9:40	9:40–10:30	
Record Attendance	*Devotional Exercises* 1. Song 2. Prayer 3. Scripture Memory Work	*Bible Work* 1. Bible Story 2. Notebook Work 3. Dramatization	Mutch—Graded Bible Stories, Kinsman Series

10:30–10:40	10:40–11:20	11:20–11:30	11:30–12:00	
Recess	General Assembly	Memory Work	*Mission Work* "Five Little Strangers." Julia A. Schwartz.	*Memory Work* (1) Psalms 95 and 100 (2) Devotional Verse—"Love God with all your soul and strength" (3) Song, "Jewels" (4) Assembly Hymns

GRADE IV

9:00–9:05	9:05–9:10	9:10–10:00	10:00–10:05	10:05–10:30
Record Attendance	Song	*Bible Work* 1. Story 2. Notebook Work 3. Dramatization Mutch—Graded Bible Stories, Brothers and Friend Series	*Rest Period* Calisthenics Meditation or Song	1. Memory Work 2. Song

10:30–10:40	10:40–11:20	11:20–12:00	
Recess	General Assembly	*Mission Period* Dr. Grenfell's Life and Work—"Adrift on an Ice Pan," read aloud	*Memory Work* (1) Song, "Doxology" (2) Beatitudes (3) Song, "Brightly Gleams Our Banner" (4) Parable of the Good Samaritan (5) Assembly Hymns

Grade V

9:00–9:05	9:05–9:15	9:15–10:00		10:00–10:05
Record Attendance	Song	*Bible Work* 1. Story 2. Notebook Work 3. Dramatization	Mutch—Graded Bible Stories Hero Tales	*Rest Period* 1. Calisthenics 2. Meditation or 3. Song

10:05–10:30	10:30–10:40	10:40–11:20	11:20–12:00	
Memory Work	Recess	General Assembly	*Mission Work* "The Story of John G. Paton," by Rev. James Paton.	*Memory Work* (1) Song, "Work, for the Night is Coming" (2) Ten Commandments (3) Song, "Onward, Christian Soldiers!" (4) Song, "Holy, Holy, Holy" (5) Books of the Old Testament

Grade VI

9:00–9:05	9:05–9:50		9:50–9:55	9:55–10:15
Record Attendance	*Bible Work* 1. Story 2. Notebook Work 3. Dramatization	Mutch—Graded Bible Stories, "The Patriarchs"	1. Marching 2. Calisthenics	Memory Work

10:15–10:20	10:20–10:30	10:30–10:40	10:40–11:20	11:20–12:00
Song	Drill in finding books of Bible	Recess	General Assembly	*Mission Work* "Life of Livingstone" or "Heroes of Modern Missions," by Chipman

Memory Work
(1) Books of New Testament
(2) Paul's Song of Love—1 Corinthians 13
(3) Assembly Hymns
(4) Value of the Bible—2 Timothy 3. 16, 17

Grade VII

9:00–9:05	9:05–9:15	9:15–10:00		10:00–10:05
Record Attendance	Memory Work	*Bible Work* 1. Story 2. Notebook Work 3. Dramatization	Mutch—Graded Bible Stories, "Great Leaders"	*Rest Period* 1. Calisthenics 2. Meditation

10:05–10:30	10:30–10:40	10:40–11:20	11:20–12:00
Mission Work "Up from Slavery," by Booker T. Washington	Recess	General Assembly	Stories from Church History

Memory Work
(1) Paul's Oration—Acts 17. 23–32
(2) Assembly Hymns
(3) Thorough Review of Memory Work from Other Grades

Grade VIII

9:00–9:05	9:05–9:15	9:15–10:00		10:00–10:05
Record Attendance	Memory Work	*Bible Work* 1. Story 2. Notebook Work	Mutch—Graded Bible Stories, "Life of Christ"	Rest Period

10:05–10:30	10:30–10:40	10:40–11:20	11:20–12:00	
Mission Work Mountaineers of the South	Recess	General Assembly	Stories from Church History	*Memory Work* (1) Isaiah 53 (2) Assembly Hymns (3) Review Memory Work

High School—Year I

9:00–9:05	9:05–9:35	9:35–9:40	9:40–10:10	10:10–10:12
Record Attendance	Life and Work of Jesus	Calisthenics	"Growth of Christian Church," Nichols, Ancient and Mediæval Period	Relaxation

10:12–10:30	10:30–10:40	10:40–11:20	11:20–12:00
Bible Reading Narrative Literature	Recess	General Assembly	"Heroes of To-day," "Heroines of To-day," by Mary Parkman

Memory Work
(1) Ten Sayings of a Great Teacher. (See Lesson 12—Year I, H. S.)
(2) Assembly Hymns

High School—Year II

9:00–9:05	9:05–9:35	9:35–9:40	9:40–10:10	10:10–10:12
Record Attendance	"Story of the New Testament," by Goodspeed	Calisthenics	"Growth of Christian Church," by Nichols, Modern Period	Relaxation

10:12–10:30	10:30–10:40	10:40–11:20	11:20–12:00
Bible Reading "Biblical Masterpieces," Moulton	Recess	General Assembly	"Heroes of Missionary Enterprise," Chipman, "Women Workers in the Orient," by Margaret Burton

Memory Work
There is no memory work for High School—Year II or III.

High School—Year III

9:00–9:05	9:05–10:00	10:00–10:05
Record Attendance	*Hebrew Prophets* Textbook—"Hebrew Prophets," Georgia Louise Chamberlain	Calisthenics

10:05–10:30	10:30–10:40	10:40–11:20	11:20–12:00
Missions Christian Americanization	Recess	General Assembly	Synthetic Study of the Scriptures

Memory Work

Additional Memory Work[1] for Graded or High School—suggested by the Commission on the Definition of a Unit of Bible Study Council of Church Boards of Education which may be used in country schools when more memory work is necessary to relieve teacher

True Religion—Micah 6. 8; Isaiah 58. 5–9
Two Ways of Thinking—Psalm 1
The Psalmist's Decalogue—Psalm 15
God's Message Through His Works and Word—Psalm 19
The Goodness of God—Psalm 103
God's Rule on Earth—Isaiah 2. 1–4
Right Thinking—Philemon 4–8
Two Great Commandments—Deuteronomy 6. 4, 5
Two Great Proverbs—see Lesson 15, Year II, H. S.

[1] Permission of Council of Church Boards of Education.

HOW TO ESTABLISH A VACATION RELIGIOUS DAY SCHOOL.

EVERY community should and can have a vacation religious day school. It should have one in order that the work of the Sunday school may be supplemented and the religious education of our youth, at present universally inadequate, be enlarged and conducted according to the best educational methods. A vacation religious day school of three weeks, for three hours a day, is equal in point of time alone to a year and a half of ordinary Sunday school instruction. Conducted as it is by trained teachers for several consecutive hours each day, the results accomplished even in so short a time are remarkable. Such a school does not claim to be the panacea for all religious ills, neither the last word in religious education, but it does claim to provide a sane solution for some of the problems and to furnish a happy efficient center for training and developing the religious life of the young.

The machinery for a vacation religious day school is simple and is easily set in motion. The majority of such schools already in existence have had their origin in the efforts of a single interested, enthusiastic individual. A match properly placed and ignited may start a large conflagration. Usually this individual has set aflame with interest first his own church, often in spite of the damp indifference to religious education and church cooperation which prevailed a few years ago.

If it is a community where there is no Church Federation Committee through which to work directly, this interested church invites the Sunday workers of all the other churches to a supper where the plan of the school is presented and discussed. If possible a worker from an

established school should be present to explain the plan and answer questions. Definite action either for or against the plan should be secured at this meeting. If it is decided to establish a school, an Executive Committee from the cooperating churches should be established consisting of (1) general chairman, (2) chairman of curriculum and teachers, (3) chairman of equipment, (4) chairman of publicity, (5) chairman of finance and (6) chairman of a house-to-house canvass. If there is a Church Federation Committee in the community, it should appoint and back up the above named chairmen.

The general chairman is the presiding and centralizing officer, reporting and responsible to either the Church Federation Committee or the body giving power to the committee. He should see that each chairman renders an accurate and full report. These reports should be kept on file.

The chairman on teachers should first attend to the selection of the superintendent for the school. This person has an important function and should be carefully chosen. Such an officer must possess a strong, pleasing personality, knowing how to direct teachers and to appeal to children.

After the superintendent has been elected by the proper body, the chairman on teachers should consult with the superintendent as to the teaching staff. Only those possessing actual teaching experience and acceptable according to public school standards should be considered. Of these choose only those who have been successful teachers and are of Christian character. Teaching experience in the Sunday schools is not necessary. Often married women who were formerly teachers will consent to teach for a half day, three-week period. A weekly salary is paid, usually ten to fifteen dollars a week for teachers, fifteen to twenty-five dollars for a superintendent. The teachers are elected by the same body electing the superintendent.

The chairman of publicity should be "a live wire." A publicity program should be launched at least two months before the school starts. This takes a variety of forms, the object in all being to spread the information about the school which will create interest and bring scholars. The chairman should address the teachers in each cooperating church and see that each class is reached through its teacher. The teacher should be instructed to give her pupils definite information about the work they themselves will have rather than general ideas about the school, always ending with several good reasons, suited to the age of the class, why they should attend. Prospective pupils should sign cards signifying their intention to attend.

At times when the Sunday school meets in general assembly attractive announcements about the day school should be given: news of other schools; a statement of the proportion of the enrollment which attended the year before, often shaming the school to better results; advertising of special features, such as dramatization and a popular musical director, models of temples, houses, tents, etc., which will be used. All these tend to arouse interest in the pupils. The publicity should not end here by any means.

Parents should be reached in church and women's meetings of various sorts and educated to their responsibility in sending their children to the school. A general idea of curriculum, management, and value of the school should be given, above all urging that attendance not be left to the whim of the child. The last two weeks the newspaper should be used to reach a larger public.

The chairman of equipment should read the manual, carefully listing the equipment necessary. Each class needs a separate room, work tables, a good-sized blackboard, and suitable maps in addition to the special books and materials for each grade. The cooperating

churches usually pool their resources for the session of the school, the chairman taking the responsibility of returning borrowed equipment to its proper place. Many of the books listed in the manual can be borrowed from the public library, but as soon as possible they should become a permanent possession of the religious day school. The models suggested in the manual can be dispensed with the first year when expense for necessary books is extraordinary. As soon as finances permit, the models should be added, for the interest and understanding created by them more than make up for the cost. Furthermore, this school should aim to be an example to the Sunday schools in equipment, and hesitate at no expense which brings results. Pictures for notebooks and textbooks for teachers should be ordered in plenty of time.

A permanent store-room for the religious day school equipment should be donated by one of the churches. This closet should be equipped with shelves and lock and key, the contents being carefully listed and looked after by the chairman. This chairman also must recommend to the committee the church to be used to house the school. Rarely does one church provide enough separate classrooms to accommodate the school. In almost all communities two or three churches, depending on location and necessity, are used for class work, the auditorium for general assembly being in the church providing the most classrooms.

The best financial plan is to divide the estimated expense among the cooperating churches in proportion to the size and wealth of the church. This expense is included in the yearly budgets of the churches. It is a strange church that will refuse to give support to the religious education of the youth of the community.

Where the budget system has been adopted the duties of the chairman on finance, reduced to the minimum, are collecting the amounts from the churches, writing out

checks for the teachers and equipment, and keeping accounts. Where the budget system has not been adopted the chairman and helpers must see that the money is raised from personal and church gifts. Sometimes a small fee is collected from the pupils. This has a tendency to keep the poorer children away and should not be resorted to if avoidable.

A house-to-house canvass is an arduous but very well-worth-while undertaking. The chairman should have a large enough committee drawn from all the churches, so that there are several workers for each ward. The workers should be assigned to their resident wards, and be supplied, if possible, with printed matter about the school. The worker will avoid trouble and criticism if she asks at the door of the home visited whether the family is Catholic or Protestant. If the former, pass on, for no proselyting is desirable. This canvass is not effective unless the visitors are enthusiastic and intelligent about the school; so the first problem of the chairman is to educate her committee carefully as to curriculum, object, and value of the school.

The Branch and Country School

Some communities are so large or so situated that a branch school is necessary. Branch schools usually provide only for the lower grades, the pupils of the upper grades and high school coming to the central school for their work. A branch school should be under the direction of the superintendent of the central school, using the same curriculum and methods. On the general demonstration morning for the public it is well to call in the branch schools to take part and feel its connection with the school as a whole. Where the branch school has too small an attendance to have each grade separate, the first and second grades may be combined under one teacher, the third and fourth and so on. When grades are combined, use the lesson plans for one grade

one year, the other plans for another, and be certain the change is made so that no duplication of work even for one pupil results. In some branch schools where there is only one teacher for all the work, the younger grades come from eight to ten o'clock, the older grades from nine forty-five to twelve, the overlapping fifteen minutes being the general assembly period which is the closing exercise for one set, the opening exercise for the other.

The problems of a branch and country school are similar. In each there almost always must be a combination of grades. The country school program, however, must provide for all grades. The country school teacher should have an assistant, even one who is young and inexperienced, if no one more capable is available. Often a high school pupil can be trained to give invaluable help in aiding with the younger ones, particularly in supervising the handwork. In the country school the notebook work, memory work, and dramatizations in the upper grades have to be accomplished by the pupils alone while the teacher is hearing other classes. More textbook work and less of the oral method has to be used. Such text-books as Nichols, *Growth of the Christian Church*, Goodspeed's *Story of the New Testament*, and the mission books can be put into the hands of the pupils and answers to questions or problems put on the board by the teacher, worked out by the pupils, and later discussed with the teacher. Some of the very best work has been done by country religious day schools with only one teacher and possibly an assistant.

General directions in the manual can be followed, but, of course, the daily program must be planned by the country or branch school teacher to suit her needs.

The country school teacher may find it easier to have the younger grades assemble in the morning, the older in the afternoon.

Most schools have found that the best attendance

is secured when the vacation school follows immediately the closing of the public schools rather than to wait until mid or late summer, when many of the pupils have scattered to summer pursuits and nonschool habits have been formed.

HOW TO CONDUCT A VACATION RELIGIOUS DAY SCHOOL

An energetic interdenominational committee faithfully and enthusiastically advertising the school is undoubtedly a very important factor in establishing a successful vacation religious day school. Without this efficient preliminary work a superintendent, no matter how able, has an uphill job. With an efficient committee backing the work and the cooperation on the part of the churches secured it is "up to" the superintendent to make the school a success. No amount of preliminary work can make up for a poor superintendent. From the opening moment of the school the burden is relayed to the superintendent. No committee can carry the responsibility beyond that point. In her hands rests the power for success or the reasons for the failure of the school.

The first duty of the superintendent is to realize that the atmosphere of the school is created by her attitude and personality. With this realization should come a clear picturing of the sort of the school she wishes to create and a definite working program for herself and teachers. A hazy-minded executive with no definite goal can have only partial success.

Generally speaking the ideal school is a workshop properly equipped, in which happy children are learning valuable moral lessons from the Scriptures and other life narratives in an atmosphere electric with interest. A superimposed discipline, born of force and resulting in a dead sort of order and quiet, has no place in this school. The goal of the school should be the molding of intelligent Christian citizens with the desire and power to practice the truths which are being taught.

Proper equipment is essential. Before calling a meet-

ing of the teaching force the superintendent should make an accurate inventory of available maps, tables, blackboards, classrooms, models for illustrative purposes, scissors, paper, pictures, and all the materials listed in the manual. She should know what each teacher needs and can have. At least a week before school opens the teachers should be called together and to each assigned her room and equipment. Methods of enrollment and records should be discussed.

After these details have been fully attended to the superintendent should inspire her teachers with enthusiasm for what they are to undertake. Emphasize the teacher's responsibility in making the school successful, for, after all is said and done, the teacher makes the direct connection with the pupils, and this link is either strong or weak depending on the personality of the teacher. Excellent equipment is utterly eclipsed by poor teaching. Impress upon the teacher the fact that classes are not born manageable or unmanageable, interested or uninterested; they are merely a reflection of the teacher's interest and knowledge. An interested, enthusiastic, well-prepared teacher is sure of success.

Since the oral method of teaching is used in this school from the kindergarten through high school, the superintendent would do well to demonstrate the method, using several children to make the points clear.

Instruct the teachers to be prepared to teach full lessons on the very first day, so that no time may be lost.

It is important that the school assemble promptly on the hour designated for opening from the very first day. Waiting for more children, or for any reason, is a step on the path to failure. The atmosphere of work is created by promptness. The children should assemble in the room to be used as auditorium, and after being greeted warmly by the superintendent should be quietly and quickly sorted into grades somewhat in this fashion:

"Will those who will be in first grade in the public school next fall rise and come forward?

"Children, this is Miss ——, your teacher; your place in the auditorium will always be these first three rows; your classroom is the first one on the right. You may take your places in the auditorium now."

Proceed in this way with all the classes. Allow no uproar or disorder at any time, reminding the children they are assembled in God's house and that reverence and order are his due.

When all the children have been graded, have them march to music to their classrooms, teachers leading the way. Waste no time, expect work from the start and the school will immediately reflect that attitude.

The daily general assembly period is the time when one of the important functions of the school, to teach the children to worship, is carried out. The spirit of this period is controlled by the superintendent, who presides but does not monopolize the time. To make this period successful two things are essential; first, the cooperation of the children; second, instruction and inspiration administered through the medium of the music and talks on vital subjects only by people who know how to reach children.

Cooperation of the children is secured in the singing, prayer exercises, and in having them contribute daily to the program Bible stories, memory work, mission tales, dramatizations, etc. The classes take turns in this, each choosing one to represent them. This work is of fourfold value: first, in training the child to act; second, in adding interest to the program—children are intensely interested in what each other can do; third, in spurring the teacher to put forth her best efforts so that her pupils' work may compare favorably with others; fourth, to give a visitor a chance to see the work accomplished by the school.

If there is a trained director of music, portions of

oratorios and other choice bits from sacred music may be given, in addition to the hymns. If the superintendent must conduct the music unaided, it is better to attempt nothing but hymns, being very careful that the choice is confined to those worthy of being memorized and enjoyed by the children. Interest is added if the story of the hymn and something about the author is first given. A processional and recessional are very effective in securing a worshipful atmosphere and can be used even though there is no music director. An effective processional is "Holy, Holy, Holy Lord God Almighty," the children marching in with slow, measured tread and slight swaying of bodies, standing in their places in the auditorium until all are assembled and a chord given to sit. "Onward, Christian Soldiers" can be used to march out by.

The short ten-minute talk by an outsider, pastor, superintendent, or gifted layman, should be assigned by the superintendent, so that the maximum amount of instruction may be given in the minimum time. The talks should be simple, presenting essential, understandable facts on the subject. Some suggestions for talks are:

"Christian Conduct in the Home, in the Church, in the School."

"Value of Obedience."

"Meaning of Prayer."

"How to Help Bring the Kingdom of God to Earth."

"Why We Should Read and Study the Bible."

"How to Avoid Personal Sickness and Community Epidemics" (a Christian doctor should be asked to give this).

"Causes of Poverty."

"What is True Religion?" (Micah 6. 8; Isaiah 58. 5–9; Deut. 6. 4, 5; Lev. 19. 18.)

"The Importance of Missions."

During the last week of school the superintendent

should plan for a demonstration morning when invitations are sent out to the public through the newspapers and pupils and to parents through printed slips. Each class should give a sample of work accomplished, the school should display its best music, and the superintendent should set forth in a short talk, the purposes and values of the school. Such a morning as this helps to advertise and perpetuate the schools. It is always enjoyed in anticipation and realization by the pupils and gives a pleasant closing memory.

A very important function of the superintendent is to supervise the teaching in the right spirit. Criticism always should be constructive and never given in a "bossy," tactless way. There is always something to be commended in each one's work, and this should be told first, the suggested criticism last. An admirable *esprit de corps* can be secured only in this fashion. The good of the school is the objective and should be sought after by superintendent and teachers alike. Both should be willing to sacrifice petty opinions to secure it.

Each morning before recess the superintendent should visit each class to get attendance reports. This is very necessary to keep the school up to the mark, the children feeling that a vital interest is taken in them. The superintendent should telephone absentees.

Suggested Program for General Assembly Period

Singing. (Processional ending in Doxology if desired.)

Quiet. (If room is not perfectly quiet for worship, let superintendent remind children of their being in God's house. Holding a watch to ear to see if tick can be heard is an effective method to secure desired atmosphere.)

Prayer. By superintendent or outsider, or silent prayer followed by Lord's Prayer in unison. Some other short beautiful prayer could be memorized for this service.

Talk. By outsider on definite assigned subject, ***not to exceed ten minutes.***
Song.
Bible Story. By Pupil.
Mission Story. By Pupil.
Calisthenics. Brisk exercises to take away restlessness. Use whenever needed on program.
Announcements.
Songs.
Recessional.

Music Suggestions

Music has an important place in the school and should be very carefully selected. Musical selections should not be considered mere "fillers" on the program. Nothing is so effective in creating inspiration, devotion, impulse to right action, or relaxation as singing. Each song therefore should be chosen with the idea of its mission and its influence on the children. Beautiful natural tones rather than lusty, loud singing should be the aim, and this can be secured even by a musically untrained superintendent. Let no one say: "Sing louder, children, louder." Harsh notes in singing are as vulgar as loud, harsh talking tones. If each child sings without straining as he would talk, the result in unison with others will be most pleasing. There should be included on the general assembly program one song containing a relaxation element.

Songs in Seasons, published by the A. Flanagan Company, Chicago, affords an excellent choice of songs with the relaxation element predominant. The best general hymnal for the assembly singing, is Hymnal for American Youth, by Augustine Smith, published by the Century Company. If funds are not available for new hymnals, some of the following list of worthwhile hymns which children like and should know can be found in almost all hymnals. Do not try to sing many hymns; concentrate on a few and memorize them.

"All Hail the Power of Jesus' Name."
"How Firm a Foundation, Ye Saints of the Lord."
"Mine Eyes Have Seen the Glory of the Coming of the Lord."
"Onward, Christian Soldiers."
"America the Beautiful."
"Stand up, Stand up for Jesus."
"Faith of Our Fathers! Living Still."
"Come, Thou Almighty King."
"I Love to Tell the Story."
"Holy, Holy, Holy."
"Jerusalem the Golden."
"Ten Thousand Times Ten Thousand."
"The Son of God Goes Forth to War."
"Yield not to Temptation."
"Dear Lord and Father of Mankind."
"I Need Thee Every Hour."
"America."

An especially beautiful bit of music that might well be prepared as a treat is "Praise Ye the Father," by Gounod. This is found on page 193 in Child Religion in Song and Story, by Chamberlain and Kern, a book used in the first and second grades.

General Teaching Suggestions for the Grades

The oral method of Bible teaching is explained on pages 23 and 24 in Mutch's Graded Bible Stories and should be studied carefully by every teacher. If this method is used, two faults of the usual Sunday school teaching will be avoided, namely, too much talking by the teacher with little or no reproduction by the pupil, and the question-and-answer type of instruction.

If the Graded Bible Stories are found by the teacher to be somewhat meager and severe, the teacher may use any good child's Bible to supplement the text. Use outside material with great care, however, just enough to provide the proper spirit and color; too many details,

even though interesting, may cause mental indigestion. Aim to make the story vivid yet *simple*, falling naturally into several well-defined units easily understood and reproduced by the pupils. This advice may seem trite, yet if the reader has visited as many Bible classes as the writer and has noticed how frequently the lesson matter seems to go in one ear and out the other in spite of a brilliant talk from the teacher, he will not wonder at the emphasis on *simple* story telling with time for thorough mastery by the class. Present facts and fancies as one would food—just the correct amount for perfect assimilation, else all sorts of disorders result. It is better to be nourished on a simple, plain diet than to have every meal a banquet.

Very good suggestions for notebook work and handwork of all sorts may be found in Milton Littlefield's book Hand Work in the Sunday School, published by the Sunday School Times Company.

The children of all grades love to dramatize. The Dramatization of Bible Stories, by E. E. Miller, published by the University of Chicago Press ($1.00), is very useful for this work.

The following lesson plans, though very definite, are not offered in an arbitrary spirit. As a teacher gains in experience in this work she may find it advisable to discard or change some of the details. The danger of failure does not lie in these new efforts but in the departure by inexperienced leaders from the established psychology, pedagogy, and principles of the system as a whole.

GRADE I

Books and Materials for First Grade

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.

The Children of Mission Lands. *William C. Griggs* (American Baptist Publication Society). One copy.

Graded Bible Stories. *William James Mutch* (Christian Nurture, Ripon, Wisconsin). One copy.

Child Religion in Song and Story—First Book. *Georgia Louise Chamberlain* and *Mary Root Kern* (University of Chicago Press). One copy.

The Sunday Kindergarten. *Carrie Sevyer Ferris* (University of Chicago Press). One copy.

Blocks, as many as can be obtained.

Colored crayons, 2 packages.

White drawing paper, 2 packages. Several sheets of gold.

Paste, 2 small tubes.

Scissors, pair for each.

Few tooth picks.

Weaving mats, 7 x 7 inches, slits 1 inch wide; light green fringe 1 inch wide. One for each child.

Gray mounting paper.

Models of sheepfold, Oriental house, tabernacle, and nativity grotto (Send to *New York Sunday School Commission, 73 Fifth Avenue, New York City*).

Pictures as follows—one apiece for each child:

Lost Sheep, Wilde—102.
Good Shepherd, Wilde—116.
David the Shepherd Lad, Wilde—475.
Babe in the River, Wilde—378.
Babe of Bethlehem, Wilde—10.
Holy Night, Wilde—9.
Arrival of Shepherds, Wilde—11.

Story Circle in Grade I

Star of Bethlehem, Wilde—590.
Jesus and Little Children, Wilde—110.
Boy's Lunch Basket, Wilde—83.
Samuel and Hannah, Wilde—471.
Samuel and Eli, Wilde—417.

The above pictures may be secured from the W. A. Wilde Company, 120 Boylston Street, Boston, Massachusetts.

DAILY LESSON OUTLINE—YEAR 1—NUMBER 1.

9:00– 9:05 Record names on blackboard.

9:05– 9:10 *Greeting Song.* Page 255 in Sunday Kindergarten.

"Good Morning, good morning,
We've come here to-day
To work and to worship,
To sing and to play."

9:10– 9:15 *Prayer.* (Have children repeat phrase by phrase):

"Father, we thank thee for the night,
And for the blessed morning light,
For health and strength and loving care,
And all that makes our lives so fair.
Help us to do the things we should,
To be to others kind and good,
In all our work and all our play
To love thee better, every day."

9:15– 9:20 *Rest Exercise.* Play spirited march; have children march around room in free easy manner. Take places in circle.

9:20– 9:40 *Bible Story.* "The Shepherd and His Sheep." Combine 1 and 2 in Graded Bible Stories, pages 25, 26. (Follow directions given in the chapter on "The Problem of Bible Teaching," as well as those given for the specific story.)

9:40–10:00 *Table Work.* Build fold out of blocks; after showing them the model of Oriental sheepfold.

10:00–10:05 *Indoor Recess.* Allow children to move about freely and talk to each other.

10:05–10:15 *Song.* "Can a Little Child," page 208 in Child Religion in Song and Story.

10:15–10:30 *Mission Work.* Take Story 1 in The Children in Mission Lands—"How a Burmese Girl Dresses" is sufficient for one day. Teacher should tell a small unit and then ask for repetition, using the same method as in *Bible Story.*

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Give each child an enrollment card* to be taken home and filled out and brought back.

11:25–11:30 *Dismissal in Classroom.*

Daily Lesson Outline Year 1 Number 2

9:00– 9:05 *Collect enrollment cards.* Mark attendance on blackboard.

9:05– 9:10 *Greeting Song.* Same as day before.

9:10– 9:15 *Prayer.* Same as day before.

9:15– 9:20 *Simple Calisthenics.* Give command, "Stand upright." See that each child has weight of body on balls of feet, knees and heels almost touching, feet straight ahead, hands hanging by side with palms toward body. Guard against throwing forward of stomach.

Drill 1—Swing arms front and back. Give command, "Ready." Have children stretch hands to front, touching palms. Count "one, two, three, four, five, six, seven, eight,

nine, ten." Have children on count carry extended arms back horizontally as far as possible, rising on toes then clapping hands in front.

9:20– 9:40 *Bible Story.* "The Good Shepherd and the Thief." Combine stories 3 and 4 in Graded Bible Stories.

9:40–10:00 *Illustrative Game.* Make large fold on floor, each child contributing blocks under teacher's direction. Leave space for door. Choose one child for "good shepherd," one for "wolf," the remainder being "sheep." Have shepherd lead sheep into fold through door; have wolf run and jump into fold. The shepherd protects his sheep, either driving the wolf out or making the wolf lie down as though dead. Appoint a hired man and a new "wolf." This time when the wolf comes have the hired man run away leaving the wolf to steal a sheep and make away with it. Repeat as long as it holds interest of class.

10:00–10:05 *Indoor Recess.*

10:05–10:15 *Song.* "Can a Little Child." Drill on first verse.

10:15–10:30 *Mission Work.* Story 1—"Mah Ti's Brother," "Mah Ti's Home." Use pictures to illustrate, obtainable at most city libraries.

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 3

9:00– 9:05 *Mark attendance on blackboard.*

9:05– 9:10 *Greeting Song.* Same as before.
9:10– 9:15 *Prayer.* Same as before.
9:15– 9:20 *Calisthenics.* Give commands, "Stand Upright," "Hands on Hips." See that thumbs and elbows are back
Drill 2—Count "One, two, three, four." Have children bend at hips as far forward as possible, then back. Guard against bending at waist, caving of chest, or pitching head forward.
Drill 3—Bend side to side—similar exercise to right and left.
9:20– 9:40 *Bible Story.* "David the Shepherd Lad." Combine stories 5 and 6.
9:40–10:00 *Table Work.* Give each child a sheet of paper on which is an outline of a sheep made of dots similar to a sewing card. Let each child connect dots with colored crayon. Make a crook in the same way. Let children cut out objects if desired.
10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song.* "Can a Little Child." Drill on second verse.
10:15–10:30 *Mission Work.* Story 1, "How Mah Ti Travels," "Burmese Holidays."
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 1—Number 4

9:00– 9:05 *Mark attendance.*
9:05– 9:10 *Greeting Song.* Same as before.
9:10– 9:15 *Prayer.*
9:15– 9:20 *Review calisthenic drills.*

9:20– 9:40 *Bible Story.* Review "sheep stories" and drill on memory work.
9:40– 9:50 *Review Dramatization* of "good shepherd and hireling stories."
9:50–10:00 *Work in sand box,* modeling fold. Stick in toothpicks for sheep, pencil for shepherd. Indicate brook where sheep get water; scatter grass for pasture.
10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song.* "Can a Little Child." Repeat two verses; sing the song through twice. Do not attempt further memorizing, because of former drill on Psalm 23.
10:15–10:30 *Mission Work.* Story 1, "What a Girl in the Country Does."
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 5

9:00– 9:05 *Mark attendance.* Give child red star if week's attendance is perfect.
9:05– 9:10 *Greeting song.*
9:10– 9:15 *Prayer.*
9:15– 9:20 *Calisthenics.* Give command, "Stand upright." Say, "Down, Up;" have children sweep hands toward ground bending at hips; return to first position. Have children take position with hands on hips, thumbs back, say, "Down, Up," position; have children take squatting position, lowering trunk vertically, bending at the knees; rise to first position.
9:20– 9:40 *Bible Story.* "The Babe in the River," Graded Bible Stories, page 30.
9:40–10:00 *Table Work.* Weave basket, following

directions on page 215 of The Sunday Kindergarten.

10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song.* "Can a Little Child."
10:15–10:30 *Mission Work.* Review Story 1.
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 1—Number 6

9:00– 9:05 *Record names on blackboard.*
9:05– 9:10 *Song.*
9:10– 9:15 *Prayer.*
9:15– 9:20 *Calisthenics.* Review drills for previous days with not more than three counts for each.
9:20–10:00 *Bible Story.* Review "The Babe in the River," "Moses Saved by the King's Daughter." Simple dramatization to be worked out by children.

Characters	Objects
Princess.	Basket.
Maid.	Chairs arranged in line to represent river.
Sister Miriam.	
Mother.	
Other maids.	

(*Princess with maids following walks along river side, sees basket, points to it as she says to first maid*—)

Princess 1: Go fetch it to me.

(*Maid bows low, gets basket, sets it before the princess, bowing herself before the king's daughter. One of the children cries like a baby.*)

Princess 2: This is one of the Hebrews' children.

(*Sister comes running from hiding place by river side.*)

SISTER 3: Shall I go and call thee a nurse of the Hebrew women that she may nurse the child for thee?

PRINCESS 4: Go!

(*Maids and princesses gather around the basket looking at the babe, while sister runs for mother. Miriam and Moses's mother return.*)

PRINCESS 5 (*to mother*): Take this child away and nurse it for me and I will give thee wages.

(*Mother picks up basket.*)

PRINCESS 6: His name shall be Moses, because I drew him out of the water.

(Dramatization takes place of the table work.)

10:00–10:05 *Indoor Recess.*

10:05–10:15 *Song, with motions.* "Oh What can Little Hands Do?" (If class is large enough, divide, and have one sing the question and the other the response.)

10:15–10:30 *Mission Work.* Story 2—"In Pig Tail Land," "Kwan Quay's House." "Try to obtain chopsticks and other household equipment for illustration of story. If real objects cannot be procured, use pictures.

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 7

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Review song* "Can a Little Child."

9:10– 9:15 *Prayer.*

9:15– 9:20 *March*—single file—see that each child holds himself erect, swings arms parallel to body, walking firmly but with elasticity and spring. Each child an arm's length from the other. Have children march this way around room, then give order, "Hands on hips;" march once around in this fashion.

9:20– 9:40 *The Bible Story.* "The Babe of Bethlehem," p. 31 in Mutch's Graded Bible Stories. Use a baby doll wrapped in swaddling clothes to illustrate memory words and story. Be sure the word "manger" is understood, show picture illustrating it. Use "nativity grotto" model for this and next two lessons.

9:40–10:00 *Table Work.* Build manger, using directions on page 91 of The Sunday Kindergarten.

10:00–10:05 *Indoor Recess.*

10:05–10:15 *Motion Song.* "Oh What Can Little Hands Do?"

10:15–10:30 *Mission Work.* Story—"Why Chinese Women Are Lame." Attempt to get real Chinese shoe.

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 8

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Song.* "Can a Little Child."

9:10– 9:15 *Prayer.*

9:15– 9:20 *March.* "Hands behind head"—"March on tip-toes."

9:20–10:00 *Bible Story.* "The Song of the Angels." page 32 in Mutch's Graded Bible

Stories. In connection with the story in order to impress memory words use the song on page 209 in Child Religion in Song and Story.

Use these words—Teacher sings:

"O tell me, little children,
Little children, little children,

Repeat:

What the great bright host of angels sang,
Whom the Lord our God did send."

Children reply:

"We will tell you, gladly tell you,
Gladly tell you, gladly tell you
What the great bright host of angels sang,
Whom the Lord our God did send,
'Glory to God in the highest,
Peace on earth, good will to men.'"

Change of words is advised so that child may sing the exact scriptural text which he has already learned.

10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song.* "Away in a Manger." First Verse.
10:15–10:30 *Mission Work.* "How Chinese People Ride." "A City of Boats."
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 1 Number 9

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Motion Song.* "Oh What Can Little Hands Do?"
9:10– 9:15 *Prayer.*

9:15– 9:20 *March.* First: Regular tread, clapping hands on accented beat.
Second: On tiptoe.
Third: Skip in couples holding each other by hand, see that they skip on toes, not heels—toes pointed down.

9:20– 9:40 *Bible Story.* "The First Visit of Shepherds and Wise Men." Combining stories eleven and twelve, pages 32 and 33 in Mutch's Graded Bible Stories.

9:40–10:00 *Table Work.* Make a star by folding paper. After practicing on other paper let each child make a star out of gold paper.

10:00–10:05 *Indoor Recess.*

10:05–10:15 *Song.* "Can a Little Child."

10:15–10:30 *Mission Work.* Review Story 2.

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 10

9:00– 9:05 *Record attendance,* marking perfect attendance for week with white star.

9:05– 9:10 *Song.* Greeting song which was sung first few days.

9:10– 9:15 *Prayer.*

9:15– 9:20 *Review* calisthenic drills.

9:20– 9:45 *Review* sheep and baby stories also the little play. Review the memory work.

9:45–10:00 Assign to groups of children different hand work reviewing what has been done.
One group at sand-box making fold.
One group at table making fold with blocks.
Some cutting out sheep.

Some cutting out crook.
Some cutting out basket.

10:00–10:05 *Indoor Recess.*

10:05–10:15 *Songs.* "Away in a Manger," and "Can a Little Child."

10:15–10:30 *Mission Work.* Story 6. Use the material in this story, and combine it with Children of the Arctic, or some other interesting book about the Eskimo. Present two topics, "Es-ki-no's Land" and "Es-ki-no's Home."

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 11

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Motion Song.* "Oh What Can Little Hands Do?"

9:10– 9:15 *Prayer.*

9:15– 9:20 *Game.* "Drop the Handkerchief."

9:20– 9:45 *Bible Story.* "Jesus and the Children." Story 17. Let teacher or an invited guest sing to children "I think when I read that sweet story of old."

9:45–10:00 (Have the table work illustrate the Oriental houses in which the mammas and children whom Jesus blessed lived. Show picture on page 48 of the Sunday Kindergarten. Obtain a model of house if possible; if not, use one made of pasteboard box. Let children make a house with blocks.

10:00–10:05 *Indoor Recess.*

10:05–10:15 "Can a Little Child."

10:15–10:30 *Mission Work.* "Es-ki-no's Sister," "Es-ki-no's Food," "Es-ki-no's Toys."

10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 1—Number 12

9:00– 9:05 *Record attendance.*
9:05– 9:10 "Can a Little Child."
9:10– 9:15 *Prayer.*
9:15– 9:20 Any two of *calisthenic drills.*
9:20– 9:40 *Story.* "A Boy's Lunch Basket"—Story 18.
9:40–10:00 *Table Work.* Fold paper basket. (See page 227 of The Sunday Kindergarten.)
10:00–10:05 *Indoor Recess.*
10:05–10:15 "Oh What Can Little Hands Do?"
10:15–10:30 *Mission Work.* Story 6. "Es-ki-no's Hunting Trip."
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 1—Number 13

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Away in a Manger."
9:10– 9:15 *Prayer.*
9:15– 9:20 *March*—"Hands on hips"—"Hands behind heads."
9:20– 9:40 *Bible Story.*—"Samuel and Hannah," page 37, Graded Bible Stories.
9:40–10:00 *Table Work.* Show model of tabernacle and have children build one of blocks.
10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song*—"Can a Little Child."
10:15–10:30 *Mission Work.* "Es-ki-no's Fishing Trip."
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 14

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Motion Song.* "Oh What Can Little Hands Do?"
9:10– 9:15 *Prayer.*
9:15– 9:20 *March* on tiptoe; skip.
9:20– 9:40 *Bible Story.* Page 38 Graded Bible Stories, "Samuel and Eli."
9:40–10:00 *Dramatization of story.*

Persons:
Lord's voice.
Eli.
Samuel.

(*Place two or three chairs together for beds for Samuel and Eli.*)

LORD'S VOICE: Samuel.
SAMUEL (*rising*): Here I am. (*Runs into Eli's room*) Here am I; for thou calledst me.
ELI: I called not; lie down again.
(*Samuel goes to bed again. Repeat above. Samuel again goes to bed.*)
LORD'S VOICE: Samuel.
SAMUEL (*going to Eli*): Here am I; for thou calledst me.
ELI: Samuel, go, lie down; and it shall be if He call thee, that thou shalt say, "Speak, Lord, for thy servant heareth."
(*Samuel lies down.*)
LORD'S VOICE: Samuel, Samuel.
SAMUEL: Speak, for thy servant heareth.

10:00–10:05 *Indoor Recess.*
10:05–10:15 *Song*—"Can a Little Child."
10:15–10:30 *Mission Work.* Review "Es-ki-no" story.
10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 1—NUMBER 15

9:00– 9:05 *Record attendance;* mark perfect week's attendance with blue star; for perfect total attendance for three weeks give gold star.
9:05– 9:10 *Sing Greeting Song.*
9:10– 9:15 *Prayer.*
9:15– 9:20 Any two *calisthenic drills.*
9:20– 9:40 *Review* week's stories and memory work.
9:40–10:00 *Review game* of true and false shepherds; also the two dramatizations.
10:00–10:05 *Indoor Recess.*
10:05–10:15 Let children choose a song.
10:15–10:30 *Mission Work.* General review.
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

GRADE II

Books and Materials for Grade II

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.

Graded Bible Stories. *William James Mutch* (Christian Nurture, Ripon, Wisconsin). One copy.

Child Religion in Song and Story—First Book. *Georgia Louise Chamberlain* and *Mary Root Kern.* One copy.

The Sunday Kindergarten. *Carrie Sevyer Ferris* (University of Chicago Press). One copy. One copy is sufficient for first- and second-grade teachers' use.

"Little People of Japan." *Mary Muller* (The A. Flanagan Company, Chicago). Or Mook: The Story of a Real Chinese Boy. *Eveline Worthley Sites* (Central Committee of United Study of Foreign Missions, Medford, Massachusetts).

Materials: Paste, gray mounting paper, cheap drawing paper, colored crayons.

Models: Model of Japanese Living Room ($2.00). This includes typical boy and girl doll of Japan. Supplied by A. A. Vantine Company, Fifth Avenue and 39th Street, New York city.

Model of water-jar (25 cents), and well (50 cents).

Model of "The Eastern Tent" ($1.00).

Model of ancient Jerusalem, about a foot square ($3.15).

These can be obtained from New York Sunday School Commission, 73 Fifth Avenue, New York city.

Pictures as follows:

Abraham and the Angels. Wilde, 512.

The Widow's Mite. Wilde, 127.

David and His Harp. Wilde, 477.

Peter in Prison. Wilde, 600.

(The W. A. Wilde Picture Company, 120 Boylston Street, Boston, Massachusetts.)

DAILY LESSON OUTLINE—YEAR 2—NUMBER 1

9:00– 9:05 *Enrollment.*

9:05– 9:10 *Song.* "Morning," Child Religion in Song and Story, page 226. First verse drilled on as much as time allows for.

9:10– 9:15 *Prayer.* The Lord's Prayer. First repeat phrase by phrase. By end of first week children should be able to say it in concert with teacher.

9:15– 9:18 *Rest Exercise.* Stretch arms, wave hands; any one of simple calisthenic drills given for first-grade work may be used.

9:18–10:00 *Bible Story.* Teacher announces story as one of several they will have about good people.

FIRST STAGE: *About ten minutes. Use model of Abraham's Tent.*

Title, "Abraham was Kind to Strangers," in Graded Bible Stories, page 49. Teacher tells story simply, yet dramatically, pausing to get repetitions of what a person in the story has said.

SECOND STAGE: *Repetitions. About five or seven minutes.*

Teacher asks one of the most promising ones to tell story. This child chooses one who has listened most attentively and courteously to tell it next.

THIRD STAGE: *Socialized story. About five minutes.* (*See picture.*)

Teacher divides class in groups of two, placing them as far apart as possible. Each child of pair tells it to the other while teacher circles around from group to group to correct and listen.

Socialized Story Telling, Grade II

This gives each child a chance yet takes but little time.

FOURTH STAGE: *Dramatization of story. Let children work out. Ten minutes.* Suggested for teacher's use only. Do not try to teach parts to children.

Persons:

Abraham.
Three Strangers.
Sarah.

ABRAHAM (*Who sits on floor in front of chairs arranged as an Arabian tent. When he sees three strangers near him, he jumps up*): Sirs, go not away, I pray you. Rest yourselves under the tree. Water will be brought that you may wash, and food that you may refresh yourselves.

STRANGERS (*seating themselves*): Go, do as you have said.

ABRAHAM (*in tent to Sarah*): Make ready quickly three measures of meal, and make cakes. (*Abraham comes out pretending to carry a platter of meat; sets it before strangers.*)

SARAH (*after strangers have eaten and gone*): Surely they were sent of God.

Go to tables, mount picture on paper, write title of story under picture. Teacher collects pictures in order to save them for a booklet to be given each child on last day and taken home.

FIFTH STAGE: *Table Work illustrating story.*

If there is time, use table work as suggested on page 36 in The Sunday Kindergarten.

10:00–10:05 *Rest Period.* Children march.
10:05–10:10 *Song.* "I think when I read that sweet story of old," first verse, page 42 in Child Religion in Song and Story.
10:10–10:20 *Mission Story.* "Little People of Japan," or Mook, told by teacher—illustrated if possible.
10:20–10:30 *Mission Story.* Retold by children.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:25 *Dismissal in classroom.* Use either song, "Good-by, good-by," on page 254 in The Sunday Kindergarten, or the Prayer on page 239.

DAILY LESSON OUTLINE—YEAR 2—NUMBER 2

9:00– 9:05 *Song.* "Morning."
9:05– 9:15 *Lord's Prayer.* Start Psalm twenty-three.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.*

1. Review story, "Abraham Was Kind to Strangers."

2. Teacher presents another story of good-people series—"Rebekah Was Kind to a Servant" page 50, Graded Bible Stories.

Use models of water-jar and well.

3. Two repetitions of story by children.

4. "Socialized story."

5. Dramatization. Let children work it out as far as possible. Following is example. Let all conversation be as it is given in the Bible.

Persons:

Rebekah.

Servant.

Several children represent camels.

(*Rebekah goes to pretended well, motions out drawing up water, pouring it into pitcher, placing it on head.*)

SERVANT (*running to her*): Give me to drink, I pray thee, a little water from thy pitcher.

REBEKAH (*motioning out as if letting pitcher from head upon hand and giving servant drink*): I will draw for thy camels also, until they have done drinking.

(*Rebekah empties pitcher into trough, runs to well, draws up more water, takes it to camels.*)

SERVANT: Is there room in thy father's house for us to lodge?

REBEKAH: We have both straw and food enough and room for you to lodge in.

6. Table Work. Paste picture on mounting paper, write title of lesson (to be retained by teacher for booklet).

If there is time let children draw either camel or water pitcher after being shown good illustration.

10:00–10:05 *Rest Period.* March, or relax in some way which the teacher suggests.

10:05–10:10 *Song.* "I think when I read that sweet story of old."

10:10–10:20 *Mission Story* told.

10:20–10:30 *Story retold* by children.

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 3

9:00– 9:05 *Song.* "Morning."
9:05– 9:10 *The Lord's Prayer.*
9:10– 9:15 *Memory Work.* Psalm twenty-three.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.*

1. Review preceding story.
2. Presentation of "The Thankful Leper" story, page 51, Graded Bible Stories.
3. Repetitions.
4. "Socialized story."
5. Table Work. Writing title on paper to be included in booklet. If there is time left, after story is well in mind, go to memory work—Psalm 23.

10:00–10:05 *Game.* "Make Believe." Have children act according to what is suggested; for instance, say, "Make believe it's cold"; children turn up collars, blow on fingers, etc.

Suggest—
"It's raining."
"It's hot."
"It's snowing."
"It's windy."

10:05–10:10 *Song.* "I think when I read that sweet story of old."
10:10–10:30 *Mission Story.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 4

9:00– 9:05 *Song.* "Morning." Second verse.
9:05– 9:10 *The Lord's Prayer*—in unison.

9:10– 9:15 *Memory work* on Psalm 23.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.*

1. Have children name as many stories of "good people" as they have had.

2. Review story, "The Thankful Leper."

3. Presentation of story, "Solomon's Wise Choice," page 53, Graded Bible Stories. As a prelude to story ask children what they would desire if they were granted a wish. Draw them out one by one. Then tell them the story of what Solomon chose.

4. Repetitions of story.

5. "Socialized story."

6. Table Work. Draw heart on paper, write on heart, "Wise"; write title of story on same piece of paper. To be collected and saved for booklet.

10:00–10:05 *Game.* "Simon Says Thumbs Up." When leader says "Thumbs up," or "down," no motion is to be made. If command is "Simon says," etc., they are to do as directed.
10:05–10:10 *Song.* "Sweet Story of Old," second verse.
10:10–10:30 *Mission Story.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 5

9:00– 9:05 *Song.* "Morning," second verse.
9:05– 9:10 *The Lord's Prayer.*

9:10– 9:15 *Memory Work* on Psalm 23.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.* Review.
1. See that each child can give titles of all "good people" series.
2. Review Dramatizations.
3. Review Stories.
10:00–10:05 *March.*
10:05–10:10 *Song.* "Sweet Story of Old," second verse.
10:10–10:30 *Review Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 6

9:00– 9:05 *Song.* "Morning."
9:05– 9:15 *The Lord's Prayer.* Children say it individually. Psalm 23.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.* Introduce the story as one of a series about "The House of God."
1. Presentation of story, "Solomon Building the House of God," page 54, Graded Bible Stories. Show temple in model of ancient Jerusalem.
2. Repetitions.
3. "Socialized story."
4. Table work. Writing title of story. Let children draw and color picture of a church, "Our House of God."
10:00–10:05 *Game* "Make Believe" described in program for third day.
10:05–10:10 *Song.* "I think when I read that sweet story of old."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 7

9:00– 9:05 *Song.* "We Praise Thee, Lord," page 207 in Child Religion in Song and Story.
9:05– 9:15 *Lord's Prayer.* Psalm 23.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.*

1. Review "Solomon Builds House of God."
2. Present "Jesus Cleansing the Temple," page 55, Graded Bible Stories.
3. Repetitions by children.
4. "Socialized story."
5. Table Work. Paste picture, write title of story.

10:00–10:05 *Either Game or March.*
10:05–10:10 *Song.* "Sweet Story of Old."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 8

9:00– 9:05 *Song.* "We Praise Thee, Lord."
9:05– 9:10 *Lord's Prayer.* Given by individuals.
9:10– 9:15 *Memory Work.* Psalm 23.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story.*

1. Review two other "House of God" stories.
2. Presentation of new story, "Riverside Worship," page 57, Graded Bible Stories.
3. Repetitions.

4. "Socialized story."
5. Table Work. Write title of story. Draw and color picture of river.

10:00–10:05 *Simple calisthenics.*
10:05–10:10 *Song.* "Sweet Story of Old."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 9

9:00– 9:05 *Song.* "We Praise Thee Lord."
9:05– 9:10 *Lord's Prayer.*
9:10– 9:15 Psalm 23. Individual rendition.
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*

1. Review story, "The Riverside Worship."
2. Presentation of story, "The Poor Widow's Gift to House of God" (page 62 in Mutch's Graded Bible Stories; tell it as one of "House of God" series).
3. Repetitions.
4. "Socialized story."
5. Table Work.

Paste picture, write title of story. If there is time, have children make box from paper.

10:00–10:05 *Calisthenic Drills.*
10:05–10:10 *Song.* "Sweet Story of Old."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 10

9:00– 9:05 *Song.* "Morning."

9:05– 9:10 *Prayer.* Lord's Prayer.
9:10– 9:15 *Psalm 23.*
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*
Review titles in both series of stories.
Review stories in both series.
10:00–10:05 *March.* "With hands on hips," "hands behind head."
10:05–10:10 *Song.* "We praise Thee, Lord" and "Sweet Story of Old."
10:10–10:30 *Review Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 11

9:00– 9:05 *Song.* "We Praise Thee, Lord."
9:05– 9:10 *Lord's Prayer.* Individual renditions.
9:10– 9:15 *Psalm 23.*
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*

1. Presentation of stories 2. 16 and 2. 17, pages 59, 60 Graded Bible Stories, "Peter's Escape." Tell as one story.
2. Repetitions.
3. Dramatized story

Persons:

Peter.	Maid.
Angels.	Group of people in
Guards.	house.

(*Peter sits in chair asleep, guard stands on either side. Angel comes and touches Peter.*)

ANGEL: Rise up quickly. Bind on thy sandals and put on thy cloak, and follow me.

(*Peter does as he is bid, follows angel; angel disappears; Peter comes to gate, knocks on it; maid runs out.*)

PETER: It is I.

(*Maid runs into house.*)

MAID: Peter is standing outside.

PEOPLE: No, it must be his angel.

MAID: I am sure it is Peter himself.

(*Knocking is heard; people go together to open door, fall back in astonishment as Peter enters; Peter raises his hand for silence.*)

PETER: The Lord brought me out of the prison. Tell these things to the brethren.

4. Table Work. Paste picture, write title of story.

10:00–10:05 *Calisthenic Drills.*

10:05–10:10 *Song.* "Jewels," page 202 in Child Religion in Song and Story.

10:10–10:30 *Mission Work.*

10:30–10:40 *Recess.*

10:40–11:20 *Assembly Period.*

11:20–11:25 *Dismissal in classroom.*

DAILY LESSON OUTLINE—YEAR 2—NUMBER 12

9:00– 9:05 *"We praise Thee, Lord."*

9:05– 9:10 *The Lord's Prayer.*

9:10– 9:15 *Psalm 23.*

9:15– 9:18 *Rest Exercise.*

9:18–10:00 *Bible Story Period.*

1. Review dramatization of Peter story.

2. Presentation of story, "David and His Harp," page 66, Graded Bible Stories.

3. Repetitions.
4. "Socialized story."
5. Table Work. Paste picture, write title of story. Have children draw and color a harp.

10:00–10:05 *Game.* "Simon says Thumbs Up."
10:05–10:10 *Song.* "Jewels."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 13

9:00– 9:05 *"We Praise Thee, Lord."*
9:05– 9:10 *The Lord's Prayer.*
9:10– 9:15 *Psalm 23.*
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*

1. Review story, "David and His Harp."
2. Presentation of story, "The Little Maid in Syria," page 69, Graded Bible Stories.
3. Repetitions.
4. "Socialized story."
5. Table Work. Write title of story on paper. Draw picture of chariot in which captain rode away. If preferred, make model of chariot out of paper.

10:00–10:05 *Marching.*
10:05–10:10 *Song.* "Jewels," second verse.
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 14

9:00– 9:05 *"We Praise Thee, Lord."*
9:05– 9:10 *The Lord's Prayer.*
9:10– 9:15 *Psalm 23.*
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*

1. Review, "The Little Maid in Syria."
2. Presentation of "The Good Samaritan," page 71, Graded Bible Stories.
3. Repetitions.
4. "Socialized story."
5. Table Work. Paste picture, write title of story. Draw and cut out donkey.

10:00–10:05 *Calisthenics.*
10:05–10:10 *Song.* "Jewels."
10:10–10:30 *Mission Work.*
10:30–10:40 *Recess.*
10:40–11:20 *Assembly Period.*
11:20–11:25 *Dismissal in classroom.*

Daily Lesson Outline—Year 2—Number 15

9:00– 9:05 *"Morning," "We Praise Thee, Lord."*
9:05– 9:10 *The Lord's Prayer.*
9:10– 9:15 *Psalm 23.*
9:15– 9:18 *Rest Exercise.*
9:18–10:00 *Bible Story Period.*

Review titles of all groups.
Review dramatizations.
Review as many stories as possible.

10:00–10:05 *A game or calisthenics.*
10:05–10:10 *Song.* "Jewels," or "Sweet Story of Old."

10: 10–10: 30 *Review Mission Work.*
10: 30–10: 40 *Recess.*
10: 40–11: 20 *Assembly Period.*
11: 20–11: 25 *Dismissal in classroom.*

GRADE III

Books and Materials for Grade III

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.

Five Little Strangers and How They Came To Live in America. *Julia Agusta Schwartz.*

Graded Bible Stories. *William James Mutch.* (Christian Nurture, Ripon, Wisconsin.) One copy.

Child Religion in song and Story—First book. *Georgia Louise Chamberlain* and *Mary Root Kern.* (University of Chicago Press.) One copy.

Models for Grade I may be used in this grade as lessons suggest their use.

Pictures:

Wilde, 360, 362, 608, 413, 414, 586, 559, 566, 382, 34, 105.

"Finding a Wife for Isaac," Wilde, 360.
"Bringing Rebekah," Wilde, 362.
"Jacob in House of Laban," Wilde, 608.
"Going to Moab," Wilde, 413.
"Ruth and Naomi," Wilde, 414.
"Ruth The Gleaner," Wilde, 586.
"Cain and Abel," Wilde, 559.
"Jacob and Esau," Wilde, 566.
"Moses and Aaron," Wilde, 382.
"The Lost Boy," Wilde, 34.
"The Wayward Son," Wilde, 105.

W. A. Wilde Company, 120 Boylston Street, Boston, Mass.

Each child should have an ordinary composition book.

Daily Lesson Outline—Year 3—Number 1

9:00– 9:05 *Enrollment.*

9:05– 9:10 *Song.* Review "Sweet Story of Old," page 242 in Child Religion in Song and Story.

9:10– 9:15 *Scripture.* Review Psalm 23.

9:15– 9:18 *The Lord's Prayer.*

9:18– 9:25 *Prayer Song.* Page 257 in The Sunday Kindergarten, first verse.

9:25– 9:35 Learn half of following:

"Love God with all your soul and strength,
With all your heart and mind,
And love your neighbor as yourself,
Be faithful, just, and kind.
Deal with another as you'd have
Another deal with you:
What you're unwilling to receive,
Be sure you never do."

9:35–10:30 *Bible Story.*

1. Presentation of stories, "Finding a Wife for Isaac," 3. 1, page 75, and "Bringing Rebekah," 3. 2, page 77, by teacher, following very closely direction and substance in Mutch's Graded Bible Stories. Use model of waterjar and well.

2. Naming of story.

3. Repetitions by pupils (do not prolong this beyond point of interest).

4. "Socialized story" (see directions for first day of Second Grade).

5. Notebook work as suggested in Graded Bible Stories.

6. Simple dramatization of story if there is time. Have the children work out the dramatization, under teacher's guidance, of course, the object being to impress more firmly actual scriptural

knowledge rather than dramatic effect. Do not interpolate imaginary conversation, keep to Bible.

Persons:

Servant.	Rebekah's father.
Rebekah.	Rebekah's brother, Laban.

Camels represented by children.

(*Pantomime: Servant comes to well—a circle of chairs—camels kneel near by; servant kneels in prayer by well. Looks up and sees Rebekah coming with pitcher on shoulder.*)

SERVANT: Give me to drink, I pray thee, a little water from thy pitcher.

REBEKAH: Drink, sir. (*Places pitcher on hands; servant drinks.*) I will draw for thy camels also. (*Gives camels drink.*)

SERVANT: Whose daughter art thou?

REBEKAH: The daughter of Bethuel, Nahor's son. (*Servant gives her ring and two bracelets.*)

SERVANT: Is there room in thy father's house for us to lodge in?

REBEKAH: We have both straw and provision enough and room to lodge in.

SERVANT: Blessed be Jehovah, who hath led me in the way to the house of my master's brother.

(*Pantomime: Rebekah runs into tent—oblong of chairs — shows her presents, points to well. Laban goes to well.*)

LABAN: Come in, thou blessed of the Lord; I have prepared the house, and room for the camels. (*Laban and servant enter tent, servant bows to all in tent, sits down, food is set before him.*)

SERVANT: I will not eat until I have told my errand. I am Abraham's servant, and I am come to seek a wife from his kindred for his son.

LABAN: This thing is from the Lord, and there is nothing left for us to say.

FATHER: Behold Rebekah is before thee. Take her and go and let her be thy master's son's wife, as the Lord hath spoken.

MOTHER: Let her stay with us at least ten days.

SERVANT: Hinder me not, seeing the Lord hath prospered my way.

FAMILY: Wilt thou go with the man?

REBEKAH: I will go.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–11:30 *Memory Work.* Learn following portion of Psalm 95. Following arrangement given below or that found in Modern Reader's Bible, edited by Dr. Moulton. Explain to children that it is an anthem sung at a festival.

"O come, let us sing unto the Lord;
Let us make a joyful noise to the rock of our salvation.
Let us come before his presence with thanksgiving,
Let us make a joyful noise unto him with psalms."

11:30–12:00 *Mission Work.* "The Little Red Child," in Five Little Strangers. Plan to spend one week on this.

DAILY LESSON OUTLINE—YEAR 3—NUMBER 2

9:00– 9:05 *Mark attendance.*

9:05– 9:10 *Song.* Review "Morning," page 226 in Child Religion in Song and Story.
9:10– 9:15 *Review Psalm 23.*
9:15– 9:18 *Lord's Prayer.*
9:18– 9:25 *Prayer Song.* Same as first day.
9:25– 9:35 *Devotional Verse.* Same as first day.
9:35–10:30 *Bible Story.*

1. Review dramatization of Rebekah story.
2. Presentation of story 3 on page 78 in Graded Lessons, "Jacob Goes after a Wife." Show model of Oriental tent.
3. Naming of story.
4. Repetitions of story.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Drill on first stanza of Psalm 95.
11:30–12:00 *Mission Work.* "Little Red Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 3

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Morning."
9:10– 9:15 *Scripture.* First stanza of Festival Anthem given in hearty unison (Psalm 95).
9:15– 9:18 *The Lord's Prayer.*
9:18– 9:25 *Prayer Song.*
9:25– 9:35 *Devotional Verse.*
9:35–10:30 *Bible Story.*

1. Review titles of Kinsman stories; review in particular Story 3.
2. Presentation of new story, combine stories 3. 4 and 3. 5. "Ruth and

Naomi," pages 79, 80 in Graded Bible Stories.

3. Naming of story.
4. Repetitions.
5. Notebook work.
6. Dramatize Ruth and Naomi episode.

Persons:

Ruth.
Naomi.
Orpah.

(*All walk together a ways. Naomi stops, faces them.*)

NAOMI: It is better for you to return, each of you to your mother's house. The Lord deal kindly with you, as ye have dealt with the dead, and with me. The Lord grant that ye may find rest, each of you in the house of her husband.

ORPAH and RUTH: Nay but we will return with thee to thy people.

(*Orpah kisses Naomi—with arm across face turns to go back*).

NAOMI: Behold, thy sister-in-law is gone back to her people, and to her gods; return thou after her.

RUTH: Entreat me not to leave thee, for whither thou goest, I will go; and where thou lodgest, I will lodge; thy people shall be my people, and thy God my God. (*Go away arm in arm.*)

10: 30–10: 40 *Recess.*

10: 40–11: 20 *General Assembly.*

11: 20–11: 30 *Memory Work.* Psalm 95. Half of class learn and give:

"For the Lord is a great God,
And a great King above all gods.

In his hand are the deep places of the earth."

Let other half give it. Do not allow all class to give it in unison, because it is a semichorus and should be given as such, in contrast to the full chorus portions. However, see to it that each child knows the lines.

11:30–12:00 *Mission Work.* "Little Red Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 4

9:00– 9:05 *Enrollment.*

9:05– 9:10 *Review Song.* "We Praise Thee, Lord," page 207 in Child Religion in Song and Story.

9:10– 9:15 *Scripture.* Review as far as learned Psalm 95 giving it properly in chorus and semichorus.

9:15– 9:18 *The Lord's Prayer.*

9:18– 9:25 *Prayer Song.*

9:25– 9:35 *Devotional Verse.*

9:35–10:30 *Bible Story.*

1. Review story of Ruth.
2. Presentation of story, "Ruth the Gleaner," page 81, Graded Bible Stories.
3. Naming of story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–11:30 *Memory Work.* Remainder of semichorus Psalm 95, drilled on as before suggested. "The heights of the mountains are his also.

The sea is his, and he made it;
And his hands formed the dry land."

11:30–12:00 *Mission Work.* "Little Red Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 5

9:00– 9:05 *Enrollment.*
9:05– 9:10 *Review Song.* "We Praise Thee, Lord."
9:10– 9:15 *Scripture.* Give Psalm 95—chorus and semichorus.
9:15– 9:18 *The Lord's Prayer.*
9:18– 9:25 *Prayer Song.*
9:25– 9:35 *Devotional Verse.*
9:35–10:30 *Bible Story.*

1. Review two previous stories of Ruth.
2. Presentation of story, "Ruth Marries Boaz," page 82, Graded Bible Stories.
3. Naming of story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Psalm 95—Chorus:

"O, come let us worship and bow down;
Let us kneel before the Lord our Maker (*Have the children kneel, and bow heads.*)

Semichorus:

"For he is our God,
And we are the people of his pasture and the sheep of his hand."

11:30–12:00 *Mission Work.* Review "Little Red Child."

Daily Lesson Outline—Year 3—Number 6

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Review Song.* "Sweet Story of Old."
9:10– 9:15 Give in as finished way as possible all of Psalm 95 that has been learned.
9:15– 9:20 *Prayer Song.*
9:20– 9:30 Learn a portion of following prayer. (This prayer to be learned and used for remainder of session.)

"Father, lead me day by day,
Ever in thine own good way;
Teach me to be pure and true,
Show me what I ought to do.
When in danger, make me brave;
Make me know that thou canst save;
Keep me safe by thy dear side;
Let me in thy love abide.
When I'm tempted to do wrong,
Make me steadfast, wise, and strong,
And when all alone I stand,
Shield me with thy mighty hand."

9:30–10:30 *Review the "Kinsman" stories.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Review Psalm 95.
11:30–12:00 *Mission Work.* "The Little Black Child," in Five Little Strangers. Spend second week on this.

Daily Lesson Outline—Year 3—Number 7

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Review Song.* "Sweet Story of Old."
9:10– 9:15 *Psalm 95.*
9:15– 9:20 *Prayer Song.*
9:20– 9:35 *Prayer.*

9:35–10:30 *Bible Story.*

1. Review story of Baby Moses and how his sister looked after him, first-grade work. Spend enough time on this to have the story told well.
2. Presentation of story, "Cain and Abel," page 88, Graded Bible Stories.
3. Naming of story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Drill on Psalm 95.
11:30–12:00 *Mission Work.* "The Little Black Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 8

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Morning."
9:10– 9:15 *Psalm 95.*
9:15– 9:20 *Prayer Song.*
9:20– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*

1. Review "Brother Story" of yesterday.
2. Presentation of story, "Abram and Lot," page 89, Graded Stories.
3. Naming of story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Psalm 100. Explain that this is another portion of same festal anthem.

Learn:
"Make a joyful noise unto the Lord, all ye lands.
Serve the Lord with gladness:
Come before his presence with singing."

11:30–12:00 *Mission Work.* "The Little Black Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 9

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "We Praise Thee, Lord."
9:10– 9:15 *Psalm 95*—first and second verses of Psalm 100.
9:15– 9:20 *Prayer Song.*
9:20– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*
1. Review two "Brother" stories.
2. Presentation of story, "Jacob and Esau," page 90, Graded Bible Stories.
3. Naming of story.
4. Questions about story.
5. Repetitions of story.
6. Learn verse on page 91 Graded Bible Stories.
7. "Socialized story."
8. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Psalm 100—verse 3. (Learn as semichorus):
"Know ye that the Lord he is God;
It is he that hath made us, and we are his;
We are his people, and the sheep of his pasture."
11:30–12:00 *Mission Work.* "The Little Black Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 10

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Song.* "We Praise Thee, Lord."
9:10– 9:15 *Psalm 100* as far as learned.
9:15– 9:25 *Prayer Song.*
9:25– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*

1. Review story of Jacob and Esau, and memory verse.
2. Recall information about Moses. Ask who his sister was, what she did for him. Ask if he had a brother.
3. Presentation of story, "Moses and Aaron," pages 91 and 94, Graded Bible Stories.
4. Naming of story.
5. Repetitions of story.
6. "Socialized story."
7. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Psalm 100—verse 4 (Learn as full chorus):

Enter into his gates with thanksgiving,
And into his courts with praise:
Give thanks unto him, and bless his name.

11:30–12:00 *Mission Work.* Review "The Little Black Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 11

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Jewels," page 202 in Child Religion in Song and Story.
9:10– 9:15 *Psalm 100.*
9:15– 9:25 *Prayer Song.*
9:25– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*

1. Review all Brother stories.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Psalm 100—verse 5 (Learn as semichorus):
"For the Lord is good;
His mercy endureth for ever;
And his faithfulness unto all generations."
11:30–12:00 *Mission Work.* "The Little Brown Child," in Five Little Strangers. Spend last week on this.

DAILY LESSON OUTLINE—YEAR 3—NUMBER 12

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Jewels."
9:10– 9:15 *Psalm 100.*
9:15– 9:25 *Prayer Song.*
9:25– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*
1. Recall First-Grade stories about Jesus's babyhood. If children have not seen it, show model of "Nativity Grotto."
2. Presentation of story, "The Lost Boy," page 95, Graded Bible Stories. Show model of "Ancient Jerusalem."
3. Naming story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Drill on Festal Anthem.
11:30–12:00 *Mission Work.* "The Little Brown Child."

Daily Lesson Outline—Year 3—Number 13

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Jewels."
9:10– 9:15 *Psalms 95 and 100.*
9:15– 9:25 *Prayer Song.*
9:25– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*

1. Review "The Lost Boy" story.
2. Presentation of Story, "Jesus Provides for His Mother," page 97, Graded Bible Stories.
3. Naming of Story.
4. Repetitions.
5. "Socialized story."
6. Notebook work.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–11:30 *Memory Work.* Drill on Festal Anthem.
11:30–12:00 *Mission Work.* "The Little Brown Child."

Daily Lesson Outline—Year 3—Number 14

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Jewels."
9:10– 9:15 *Psalms 95 and 100.*
9:15– 9:25 *Prayer Song.*
9:25– 9:35 *Prayer.*
9:35–10:30 *Bible Story.*

1. Review story for yesterday.
2. Presentation of story, page 100 in Graded Bible Stories, "The Wayward Son."
3. Naming of story.
4. Repetitions.
5. Notebook work.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*
11:20–11:30 *Review Psalm 23.*
11:30–12:00 *Mission Work.* "The Little Brown Child."

DAILY LESSON OUTLINE—YEAR 3—NUMBER 15.

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* Let children choose.
9:10– 9:20 *Psalm 23. Psalms 95 and 100.*
9:20– 9:25 *Prayer Song.*
9:25– 9:35 *The Lord's Prayer* and *Prayer verse.*
9:35–10:30 *Bible Story.*

1. Dramatize "Wayward Son" story.

Persons:

Father.	Servants.
Son.	Child for interlude.

SON: Father, give me the portion of thy goods that falleth to me.

(*Father counts out money, gives it to son, shakes his head mournfully, takes his son's hand.*)

CHILD: (*Let one of the children describe what happened from time boy left until he is a swineherd.*)

SON: How many hired servants of my father's have bread enough and to spare, and I perish here with hunger! I will arise and go to my father. (*Gets up, walks away; father sees son coming, runs to him, kisses him.*) Father, I have sinned against heaven and in thy sight. I am no longer worthy to be called thy son.

FATHER (*Turning to servants*): Bring forth quickly the best robe, and put it on him; and put a ring on his hand, and

shoes on his feet; and bring the fatted calf, and kill it, and let us eat and make merry, for this my son was dead, and is alive again; he was lost and is found.

(*Servants join hands, skip in merriment. Father and son walk off arm in arm, looking happy.*)

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–11:30 *Psalms 95 and 100.*

11:30–12:00 *Mission Work.* "The Little Brown Child."

GRADE IV

Books and Materials for Grade IV

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.
"Adrift on the Ice Pan." *Wilfred Grenfell.* One copy.
"Dr. Luke of the Labrador." *Duncan.* One copy.
Autobiography of Wilfred Grenfell. One copy.
Graded Bible Stories. *William James Mutch.* (Christian Nurture, Ripon. Wisconsin.) One copy.
Pictures:
Wilde, 368, 476, 46, 47, 114, 161, 347, 560.
Only one of each is necessary for illustration. Often found in Public Libraries.
Each child should have an ordinary composition book.

Daily Lesson Outline—Year 4—Number 1

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Song.* "Praise God, from whom all blessings flow." See that children sing this with spirit.

9:10–10:00 *Bible Story.* "Joseph and His Brothers."
1. Presentation of story by teacher according to directions under 3, page 124, Graded Bible Stories.
2. "Socialized story" (see directions, page 44).
3. Notebook work.

10:00–10:05 *Rest Exercise.* Simple calisthenics (see grade 1). Marching, or singing may be used at this time for relaxation. Vary the sort of exercise daily.

Meditation Exercise. Sometimes have the children close their eyes and imagine the picture which the teacher

reads. ("Hiawatha," description of June in "Vision of Sir Launfal," descriptive stanzas in Lowell's "To a Dandelion," "Snow Bound," "Daffodils," may be used.)

10:05–10:30 *Memory Work.* Review The Lord's Prayer. Psalm 23. If there is time, review and sing "Sweet Story of Old."

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Work.* Dr. Grenfell in Labrador. Devote the mission period during the entire session to presenting Dr. Grenfell's life and work. Read aloud Adrift on an Ice Pan. Leave time each day for pupils to recite on what they have been told.

DAILY LESSON OUTLINE—YEAR 4—NUMBER 2

9:00– 9:05 *Record attendance.*

9:05– 9:10 *Song.* "Praise God, from whom all blessings flow."

9:10–10:00 *Bible Story.*

1. Review yesterday's story.
2. Presentation of "David and His Brothers," page 126, Graded Bible Stories.
3. "Socialized story."
4. Notebook work.

10:00–10:05 *Rest exercise.*

10:05–10:20 *Memory Work.* "Beatitudes"—Matthew 5. Learn two.

10:20–10:30 *Song.* "Sweet Story of Old."

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 3

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Doxology."
9:10–10:00 *Bible Story.*

1. Review yesterday's story.
2. Presentation of — "Goliath of Gath," page 127, Graded Bible Stories. For illustration let teacher prepare a platter or pasteboard box of sand representation of battle ground, draw in the brook; stick in matches for soldiers on opposing sides; a toothpick for David; large twig for giant. Also let teacher look up and explain with drawing the kind of a sling shot David used.
3. "Socialized story."
4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* "Beatitudes."
10:20–10:30 *Song.* First verse "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 4

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Brightly Gleams Our Banner."
9:10–10:00 *Bible Story.*

1. Review.
2. Presentation of stories 45, "David and Jonathan," page 129, and 47, "A Friend in Need," page 132, in Graded Bible Stories. Get illustration of bow and arrow, real one is best; draw one on board.

3. "Socialized story."
4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* "Beatitudes."
10:20–10:30 *Song.* "Brightly Gleams Our Banner." Start at second verse.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 5

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Brightly Gleams Our Banner."
9:10–10:00 *Bible Story.* Thorough review of "Brother and Friend" series to date.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Review "Beatitudes.
10:20–10:30 Finish second verse of "Brightly Gleams Our Banner." Sing both verses.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 6

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Brightly Gleams Our Banner."
9:10–10:00 *Bible Story.*

1. Recall "Jacob-Esau" stories, Moses, Aaron, Abraham, and Lot.
2. Presentation of "Andrew and Simon," page 136, Graded Bible Stories.
3. "Socialized story."
4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Finish "Beatitudes."
10:20–10:30 *Song.* Third verse, "Brightly Gleams Our Banner."

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 7

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* Three verses of "Brightly Gleams Our Banner."
9:10–10:00 *Bible Story.*
1. Review.
2. New story "The First Four Disciples," page 137, Graded Bible Stories.
3. "Socialized story."
4. Notebook work.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Drill on "Beatitudes." Have boys say one beatitude; girls the next beatitude, etc.
10:20–10:30 *Song.* "Sweet Story of Old."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "Dr. Grenfell."

Daily Lesson Outline—Year 4—Number 8

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Review Song.* "We Praise Thee, Lord."
9:10–10:00 *Bible Story.*
1. Review first part of "Prodigal Son," Grade III, page 72.
2. New story, "Brother of Wayward Son," page 139, Graded Bible Stories.
3. Simple dramatization
Persons:
Servant.
Elder Son.
Father.

ELDER SON (*to servant*): What is the meaning of the music and dancing which I hear?

SERVANT: Thy brother is come; and thy father hath killed the fatted calf, because he hath received him safe and sound.

ELDER SON (*stamping his foot and looking angry*): I will not go in to such merry-making.

FATHER (*coming out and taking son by hand, trying to lead him*): Come, my son, and make merry with us.

ELDER SON: These many years do I serve thee, and I never transgressed a commandment of thine, and yet thou never gavest me a kid, that I might make merry with my friends; but when this thy son came, which hath devoured thy living, thou killedst for him the fatted calf.

FATHER: Son, thou art ever with me, and all that is mine is thine. But it was meet to make merry and be glad, for this thy brother was dead, and is alive again; and was lost, and is found.

10:00–10:05 *Notebook Work.*

10:05–10:20 *Memory Work.* "Beatitudes." Have children stand in line; let each child recite a beatitude. Then have all the beatitudes repeated in unison.

10:20–10:30 *Song.* "Brightly Gleams Our Banner."

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 4—NUMBER 9

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "We Praise Thee, Lord."
9:10–10:00 *Bible Story.*

1. Review dramatization.
2. Presentation of "Martha and Mary," page 140, Graded Bible Stories.
3. Illustration—borrow from first-grade model of Oriental house. As the lesson is short be prepared to tell something extra about Oriental way of living in homes. If model is not obtainable, get pictures and material from public library.
4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Start to learn the story of "The Good Samaritan." Beginning, "A certain lawyer said unto Jesus, 'Who is my neighbor?' "
10:20–10:30 *Song.* "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 4—NUMBER 10

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "We Praise Thee, Lord."
9:10–10:00 *Bible Story.*

1. Review "Martha and Mary."
2. New Story, "Our Elder Brother," page 141, Graded Bible Stories.
3. "Socialized story."
4. Notebook work.

10:00–10:05 *Rest Exercise.*

10:05–10:20 *Memory Work.* Continue learning story of "The Good Samaritan."
10:20–10:30 *Song.* "America."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 4—NUMBER 11

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "America."
9:10–10:00 *Bible Story.* Thorough review of "Brother" stories.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* "The Good Samaritan."
10:20–10:30 *Song.* "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 4—NUMBER 12

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Jewels." Review song.
9:10–10:00 *Bible Story.*
1. Let teacher tell simply about the beginnings of things, pages 150 and 151, Graded Bible Stories, as prelude to story about Noah.
2. New story, "The Great Ark," page 155, Graded Bible Stories.
3. Repetitions.
4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* "The Good Samaritan."
10:20–10:30 *Song.* Let children choose a song.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 4—Number 13

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "America."
9:10–10:00 *Bible Story.*
1. Review "The Great Ark" story.
2. New story, "The Great Flood," page 156, Graded Bible Stories.
3. Repetitions of story.
4. Notebook work.
10:00–10:05 *Rest Exercises.*
10:05–10:20 *Memory Work.* "The Good Samaritan."
10:20–10:30 "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 4—Number 14

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "We Praise Thee, Lord."
9:10–10:00 *Bible Story.*
1. Review "The Great Flood."
2. New story, "The Bow of Promise," page 157, Graded Bible Stories.
3. Repetitions of story.
4. Notebook work.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* "The Good Samaritan."
10:20–10:30 "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 4—Number 15

9:00– 9:05 *Record attendance.*
9:05– 9:10 *Song.* "Doxology," "America."
9:10–10:00 *Bible Story.*

1. Review thoroughly last three stories taught and as many of others as there is time for. A list of questions to be answered may suffice for earlier stories.

10:00–10:05 *Rest Exercise.*
10:05–10:25 *Review.* "Beatitudes." "The Good Samaritan."
10:25–10:30 *Song.* "Brightly Gleams Our Banner."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

GRADE V

Books and Materials for Grade V

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.

The Story of John G. Paton. *Rev. James Paton* (A. C. Armstrong and Son, New York). One copy.

Graded Bible Stories. *William James Mutch.* (Christian Nurture, Ripon, Wisconsin). One copy.

Pictures:

Sargent's "Daniel," Wilde, 505.
"Feast of Belshazzar," Wilde, 620.
"Daniel in the Lions' Den," Wilde, 525.
"Peter The Unheroic," Wilde, 139.
"Stoning of Stephen," Wilde, 392.
"Paul and Barnabas at Lystra," Wilde, 459.
"Paul Before Mob," Wilde, 446.

W. A. Wilde Company, 120 Boylston Street, Boston, Mass.

Wilde, 505, 620, 525, 139, 392, 459, 446.

Only one needed to pass around for illustration. Most public libraries have these pictures.

Each child should have a notebook and a Bible.

Daily Lesson Outline—Year 5—Number 1

9:00– 9:05 *Enrollment.*

9:05– 9:15 *Song.* "Work, for the Night Is Coming," first verse.

9:15–10:00 *Bible Story. Hero Tales.*

1. Gather up what children already know about Samson.

2. Let teacher have "general aim" on page 200, Graded Bible Stories, firmly in mind in telling story.

3. Tell part (a) 2 of story 11 on

page 201, Graded Bible Stories, "Betrothal of Samson."

4. Have several children reproduce it, after they have chosen a title for the unit which is written on the board.

5. Proceed with other units as above.

6. Choose title for whole story.

7. Several reproductions of whole story.

8. Notebook work. Assign home work, encourage by some method, special honor list for instance, the doing of home work assigned. Let child bring slip of paper signed by parent that home work was done.

10:00–10:05 *Song.* "Work, for the Night Is Coming," second verse.

10:05–10:30 *Memory work.* First two Commandments.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 2

9:00– 9:05 *Enrollment.*

9:05– 9:15 *Song.* "Work, for the Night Is Coming," two verses.

9:15–10:00 *Bible Story.*

1. Review yesterday's story.

2. Proceed with story 12, page 203, "Samson's Riddle," according to directions in book.

10:00–10:05 *Stretching* and deep breathing exercises.

10:05–10:30 *Memory work.* (Third Commandment, review other two.)

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

Daily Lesson Outline—Year 5—Number 3

9:00– 9:05 *Enrollment.*
9:05– 9:15 *Song.* "Work, for the Night Is Coming," two verses.
9:15–10:00 *Bible Story.*

1. Let teacher bring out difference between primitive heroism and true heroism.
2. Proceed with story 14, page 206, Graded Bible Stories, as indicated in text, "Daniel Refuses the King's Meat."

10:00–10:05 *Song.* Learn last verse of "Work, for the Night Is Coming."
10:05–10:30 *Memory work.* Learn fourth commandment.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* John G. Paton."

Daily Lesson Outline—Year 5—Number 4

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* All of "Work, for the Night Is Coming."
9:15–10:00 *Bible Story.*

1. Review "Daniel" story.
2. Proceed with Story 16, page 209, Graded Bible Stories. "The Three Loyal Jews," following directions exactly.

10:00–10:05 *Rest Exercise.* Calisthenics (see Grade 1)
10:05–10:30 *Memory Work.* Review four commandments.
10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 5

9:00– 9:05 *Record Attendance.*
9:05– 9:15 *Song.* "Work, for the Night Is Coming."
9:15–10:00 *Bible Story.* Review all stories.
10:00–10:05 *Rest Exercise.* Meditation (see Year 4, No. 1).
10:05–10:30 *Memory Work.* Learn Commandments 5, 6, 7, 8, 9.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 6—NUMBER 6

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Onward, Christian Soldiers," first verse.
9:15–10:00 *Bible Story.* 18, page 212, "Daniel Interprets the Writing," Graded Bible Stories.
10:00–10:05 *Rest Exercise.* Calisthenics.
10:05–10:30 *Memory Work.* Tenth commandment. Review all commandments.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 6—NUMBER 7

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Onward, Christian Soldiers," second verse.
9:15–10:00 *Bible Story.* 19, page 214, "Daniel in the Lions' Den," Graded Bible Stories.
10:00–10:05 *Rest Exercise.* Calisthenics.
10:05–10:30 *Memory Work.* Final drill on commandments.

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 8

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Onward, Christian Soldiers," third verse.
9:15–10:00 *Bible Story.* Review "Daniel" stories, bringing out in each the special trait of heroism emphasized.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Learn first five books of Old Testament. Explain they belong to history group.
10:20–10:30 *Drill in finding* these books in Bible.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 9

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Onward, Christian Soldiers," three verses.
9:15–10:00 *Bible Story,* "Zacchæus," page 226, Graded Bible Stories.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Next five books of group of history.
10:20–10:30 *Drill* in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 10

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Onward, Christian Soldiers," fourth verse.

FIFTH GRADE AT WORK
Notice Topic Headings on blackboard which children are writing in notebooks.

9:15–10:00 *Bible Story.* "Cruse of Ointment," page 227, Graded Bible Stories.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Learn next 7 books; completes history group.
10:20–10:30 *Drill* in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 11

9:00– 9:05 *Record attendance.*
9:05 –9:15 *Song.* "Onward, Christian Soldiers," all verses.
9:15–10:00 *Bible Story.*
1. Review.
2. "Peter the Unheroic," page 229, Graded Bible Stories (see picture for blackboard work).
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Books of Poetry (Job through Song of Solomon).
10:20–10:30 *Drill* in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 12

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Holy, Holy, Holy, Lord God Almighty."
9:15–10:00 *Bible Story.*
1. Review.
2. "Stoning of Stephen," page 232, Graded Bible Stories.
10:00–10:05 *Rest Exercise.*
10:05–10:20 *Memory Work.* Books of Prophecy, first

six (Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel, Hosea).

10: 20–10: 30 *Drill* in finding books.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 13

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 15 *Song.* "Holy, Holy, Holy, Lord God Almighty."
9: 15–10: 00 *Bible Story.* "Paul and Barnabas at Lystra," page 233, Graded Bible Stories.
10: 00–10: 05 *Rest Exercise.*
10: 05–10: 20 *Memory Work.* Next six Books of Prophecy.
10: 20–10: 30 *Drill* in finding books.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 14

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 15 *Song.* "Holy, Holy, Holy, Lord God Almighty."
9: 15–10: 00 *Bible Story.*
1. Review.
2. Story, "Paul Before the Mob," page 235, Graded Bible Stories.
10: 00–10: 05 *Rest Exercise.*
10: 05–10: 20 *Memory Work.* Remainder of Books of Prophecy.
10: 20–10: 30 *Drill* in finding books.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.* "John G. Paton."

DAILY LESSON OUTLINE—YEAR 5—NUMBER 15

9:00– 9:05 *Record attendance.*
9:05– 9:15 *Song.* "Holy, Holy, Holy, Lord God Almighty."
9:15–10:00 *Bible Story.* Review.
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Review Memory Work.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Review Mission Work.*

Encourage the children to read the story of the heroine "Esther" at home during the summer vacation.

GRADE VI

Books and Materials for Grade VI

Vacation Religious Day School Manual. *Hazel Straight Stafford.* One copy.

Graded Bible Stories. *William James Mutch* (Christian Nurture, Ripon, Wisconsin). One copy.

Livingstone the Pathfinder.
Life of Livingstone. *Blaikie* (usually in public library).
Heroes of Modern Missions—Book IV. *Charles P. Chipman* (American Baptist Publication Society).
Choose one of the above.

Pictures:

Wilde, 561; Wilde, 567 366, 367, 371, 370, 606, 372, 611, 577.

"An Old Time Pilgrim," Wilde, 561.

"Blessing Jacob," Wilde, 567.

"Jacob's Dream," Wilde, 366.

"Jacob Wrestling with the Angel," Wilde, 317.

"Joseph Story," Wilde, 371; Wilde, 370; Wilde, 606; Wilde, 372.

"Moses' Story," Wilde, 611; Wilde, 577.

W. A. Wilde Company, 120 Boylston Street, Boston, Mass.

Each child should have a notebook and a Bible

Daily Lesson Outline—Year 6—Number 1

9:00– 9:05 *Record attendance.*

9:05– 9:50 *Bible Story.* "An Old-Time Pilgrim," page 251, Graded Bible Stories. Have children practice in class drawing of map on scrap paper. Learn "Pilgrim Hymn" in class instead of at home. Notebook work.

9:50– 9:55 *Rest Exercise.* Marching, deep breathing calisthenics (see Year 1, No. 1), meditation (see Year 4 No. 1), or marching may be used.

9:55–10:15 *Memory Work.* Learn group of books in New Testament known as Gospels (first four); also Books of History—Acts; first four Pauline Epistles—Romans, 1 and 2 Corinthians, Galatians.

10:15–10:20 *Rest Exercise.*

10:20–10:30 *Bible Study.* Drill in finding books of Bible memorized.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Work.* If an interesting life of Livingstone is obtained, it would be well to devote all the mission period to his life. Otherwise use Chipman's Heroes of Modern Missions, choosing those lives which will appeal most to character of the class.

DAILY LESSON OUTLINE—YEAR 6—NUMBER 2

9:00– 9:05 *Record attendance.*

9:05– 9:50 *Bible Story.*

1. Review.
2. Story, "A Friendly Neighbor," page 254, Graded Bible Stories. Use model of tent (see Grade I).
3. Repetitions.
4. Notebook work.
5. Home work assigned.

9:50– 9:55 *Rest Exercise.*

9:55–10:15 *Memory Work.*

1. Review memory work for yesterday, the teacher giving the name of the

group—such as "Gospels," etc., pupils giving books.

2. Learn remainder of Pauline Epistles.

10:15–10:20 *Rest Exercise or Song.*
10:20–10:30 *Drill* in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 3

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.*

1. Review yesterday's lesson.
2. Story, "The End of a Pilgrimage," page 259, Graded Bible Stories.
3. Repetitions.
4. Notebook work.
5. Home work assigned.

9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* Drill on all books learned so far.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Rapid location of books learned.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 4

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.*

1. Review "Abraham" stories; emphasize map work.

2. Review stories given in other grades about Rebekah, page 77, and her sons, Jacob and Esau, page 90, Graded Bible Stories.

9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* Learn General Epistles—Hebrews; James; 1 and 2 Peter; 1, 2, and 3 John; Jude; the Apocalypse (Revelation.)
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Drill* in finding these books in Bible.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 5

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.* Lesson, "Deceiving an Old Man," page 266, Graded Bible Stories. See dramatization at end of chapter. Very impressive contribution to general assembly program. Some of mission period might be used to work out dramatization.
9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* Start learning 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Drill* in finding books of New Testament.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 6

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.*
1. Review dramatization.
2. Story "The Fugitive," page 269, Graded Bible Stories.
3. Draw Map II in class.

9:50– 9:55 *Rest Exercise.*

9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Bible Study.* Drill in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 7

9:00– 9:05 *Record attendance.*
9:05– 9:55 *Bible Story.*
1. Review dramatization.
2. Review "The Fugitive."
3. Story "Who Shall Be Master?" page 271, in Graded Bible Stories.
4. Notebook work.
9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Review* half of Books of History in Old Testament (for grouping of books, see Year 5).
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 8

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.*
1. Gather information about Joseph's life up to the time he was sold into Egypt (given in other grades).
2. Story 6. 13, combined with 6. 14 to top of page 285, "Joseph the Trusty," Graded Bible Stories.
3. Notebook work.
9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*

10: 20–10: 30 *Drill* in finding books of Old Testament which were reviewed yesterday.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 9

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 50 *Bible Story.*

1. Review yesterday's lesson.
2. Combine Joseph stories 6. 15, 6. 16, pages 286–291, Graded Bible Stories. Leave out history allusions, poetry, and texts. Use only one conclusion.
3. Notebook work.

9: 50– 9: 55 *Rest Exercise.*
9: 55–10: 15 *Memory Work.* 1 Corinthians 13.
10: 15–10: 20 *Rest Exercise.*
10: 20–10: 30 Review remainder of Books of History in Old Testament.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 10.

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 50 *Bible Story.*

1. Take no time for review.
2. Combine Joseph stories 6. 17, 6. 18, portion of 6. 19, omit texts, make map of Egypt.
3. Emphasize the fact so that pupils learn the date—16th century B. C.—Hebrews go into Egypt to live.
4. Notebook work.

9: 50– 9: 55 *Rest Exercise.*

9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Drill* in finding Books of History in Old Testament.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 11

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.* Thorough review of "Joseph" stories.
9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Review* books of poetry.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

Daily Lesson Outline—Year 6—Number 12

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.* Combine stories of Israelites in Egypt 6. 24, 6. 25, pages 311–315, Graded Bible Stories.
9:50– 9:55 *Rest Exercise.*
9:55–10:15 *Memory Work.* 1 Corinthians 13.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Drill* in finding books of Bible.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* "David Livingstone."

Daily Lesson Outline—Year 6—Number 13

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.*
1. Review yesterday's story.

2. Review "Baby Moses" story, (first grade).

3. Combine Moses stories 6. 26, 6. 27, 6.28, 6. 29, pages 316 to 326, in this fashion: 6. 26 given mostly in review, take 6. 27 to sentence, "But Moses fled from face of Pharaoh"; omit to page 321; take to last paragraph, page 321; omit to page 324; take to "The Island of Maui," page 321. Omit texts and conclusions.

4. Put titles and subtitles in notebook.

9: 50– 9: 55 *Rest Exercise.*
9: 55–10: 15 *Memory Work.* 1 Corinthians 13.
10: 15–10: 20 *Rest Exercise.*
10: 20–10: 30 *Review* Books of Prophecy in Old Testament.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 6—NUMBER 14

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 50 *Bible Story.*

1. Review Moses stories to date.

2. Combine 6. 30, 6. 32, 6. 33, as follows: Take page 327; omit pages 328, 329, 330, 331, part of 332; take 632 to top of page 334; omit to 6. 33, page 335. Take story of "Jehovah's Battle."

9: 50– 9: 55 *Rest Exercise.*
9: 55–10: 15 *Memory Work.* 1 Corinthians 13.
10: 15–10: 20 *Rest Exercise.*
10: 20–10: 30 *Drill* in finding Books of Prophecy.
10: 30–10: 40 *Recess.*

10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

DAILY LESSON OUTLINE—YEAR 6—NUMBER 15

9:00– 9:05 *Record attendance.*
9:05– 9:50 *Bible Story.* Thorough Review.
9:50–10:15 *Review* memory work.
10:15–10:20 *Rest Exercise.*
10:20–10:30 *Race* in finding books.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* Review.

WORKED OUT BY 8TH GRADE CLASS IN MADISON, WISCONSIN, UNDER DIRECTION OF MISS CORNELIA COOPER

Scene: Room in Home of Isaac and Rebecca.
Persons:

Isaac.	Esau.
Rebecca.	Slave.
Jacob.	

ISAAC (*old and blind, reclining*): My servant, call in to me my son Esau. (*Servant bows himself out. Enter* ESAU.)

ESAU: Father, here am I. (*Enter* REBECCA, stealthily.)

ISAAC: Behold now, I am old. I know not the day of my death. Now therefore take, I pray thee, thy weapons, thy quiver and thy bow, and go out to the field, and take me venison; and make me savory meat, such as I love, and bring it to me, that I may eat: that my soul may bless thee before I die.

ESAU: Father, thy wish shall be granted. I shall bring thee the savory meat that thy blessing may be upon me. Farewell. (*Exit* ESAU, ISAAC *following him to the door and finally passing through exit. Upon exit of* ISAAC, REBECCA, *with haste and excitement, calls from Right to* JACOB, *who enters.*)

DRAMATIZATION OF "DECEIVING AN OLD MAN"

REBECCA: Jacob, my son, behold I heard thy father speak unto Esau, thy brother, saying, "Bring me venison and make me savory meat, that I may eat, and bless thee before the Lord before my death." Now, therefore, my son, obey my voice according to that which I command thee.

JACOB: What is thy will?

REBECCA: Go now to the flock, and fetch me from thence two good kids of the goats, and I will make them savory meat for thy father, such as he loveth, and thou shalt bring it to thy father, that he may eat, so that he may bless thee before his death.

JACOB: But, mother, behold Esau, my brother, is a hairy man, and I am a smooth man. My father perhaps will feel me, and I shall seem to him as a deceiver, and I shall bring a curse upon me and not a blessing.

REBECCA: Upon me be thy curse, my son: only obey my voice, and go fetch me them. For I shall put upon thee the goodly raiment of Esau, and upon thy hands the skins of the kids of the goats. Only obey my voice and fetch me them.

JACOB: I shall obey thee. (*Exit* JACOB, *his mother following him.*)

Scene 2: Same as Scene 1.

(*Let some one announce that the audience should imagine a short period of time to elapse between scenes 1 and 2. Time enough for the meat to be prepared.* ISAAC *enters as in Scene 1. Then* JACOB *follows. Let* ISAAC *be listening to see whether his son is returning.*)

JACOB (*with food and wine*): My father, here am I.

ISAAC: Who art thou, my son?

JACOB: I am Esau, thy first born. I have done according as thou badest me. Arise, I pray thee, sit and eat of my venison, that thy soul may bless me.

ISAAC: How is it that thou hast found it so quickly, my son?

JACOB: Because the Lord thy God sent me good speed.

ISAAC: Come near, I pray thee, that I may feel thee, my son, whether thou be my very son Esau or not. (JACOB *approaches his father.*) Thy voice is Jacob's voice, but the hands are the hands of Esau. Art thou my very son, Esau?

JACOB: I am.

ISAAC: Bring it near to me and I will eat of my son's venison, that my soul may bless thee. (JACOB *brings the food near.* ISAAC *eats.*) Bring in also the wine that I may drink. (JACOB *brings the wine.* ISAAC *drinks.*) Come near now, that I may bless thee: see, the smell of my son is as the smell of a field which the Lord hath blessed; and God give thee of the dew of heaven, and of the fatness of the earth, and plenty of corn and wine. Let peoples serve thee, and nations bow down to thee. Be lord over thy brethren, and let thy mother's sons bow down to thee. Cursed be every one that curseth thee, and blessed be every one that blesseth thee. (JACOB *exits, Right, hurriedly, seeing* ESAU *coming.* ESAU *enters with food.*)

ESAU: Let my father arise and eat of his son's venison, that thy soul may bless me.

ISAAC: Who art thou?

ESAU: I am thy son, thy first born, Esau.

ISAAC (*trembling*): Who, then, is he that hath taken venison and brought it to me, and I have eaten of all before thou comest, and have blessed him? Yea, and he shall be blessed.

ESAU (*cries bitterly*): Bless me. even me also, O my father.

ISAAC: Thy brother came with guile, and hath taken away thy blessing.

ESAU: Is he not rightly named Jacob? for he hath supplanted me these two times; he took away my birthright and now he hath taken away my blessing. Father, hast thou not reserved a blessing for me?

ISAAC: Behold, I have made him thy lord, and all his brethren have I given to him for servants; and with corn and wine have I sustained him; and what, then, shall I do for thee, my son?

ESAU: Hast thou but one blessing, my father? Bless me, even me also, O my father. (*Lifting up his voice and weeping.*)

ISAAC: Behold, away from the fatness of the earth shall be thy dwelling, and away from the dew of heaven from above, and by thy sword shalt thou live, and thou shalt serve thy brother; and it shall come to pass when thou shalt break loose that thou shalt shake his yoke from off thy neck.

GRADE VII

Books for Grade VII

Vacation Religious Day School Manual. *Hazel Straight Stafford.*

Graded Bible Stories. *William James Mutch* (Christian Nurture, Ripon, Wisconsin).

Up From Slavery. *Booker T. Washington.*

History of the Christian Church. *George Park Fisher.*

Pictures: Look over the public library picture department for pictures illustrating the Bible or mission stories. Every pupil should have a Bible, notebook, and pencil.

Daily Lesson Outline—Year 7—Number 1

9:00– 9:15 *Memory Work.* Review Psalm 23 and Ten Commandments. Find their location in Bible. If they are not remembered well, ask class to review them at home.

9:15–10:00 *Bible Lesson Review.*

1. Gather from the class the stories of Abraham, Joseph, and Moses. Let teacher fit the contributed mosaic bits of information into a short pointed biography of each.

2. New Story, "The New Leader," page 361, Graded Bible Stories. Omit if time is short, reference to Stanley.

3. Notebook work.

10:00–10:05 *Rest Exercise.* Calisthenics (see Year I): deep breathing, stretching or meditation (see Year IV, No. 1) may be used, whichever fits the pupils' daily need best.

10:05–10:30 *Mission Work.* Up From Slavery, Booker T. Washington. Let all the interesting portions of this book be read aloud by the teacher and pupils. Get pictures from the library of Tuskegee Institute. Each teacher should have in mind a definite unit to be read during the period. Each day after the first there should be a review of the lesson for the day previous before a new unit is read.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.*

Lesson I.—"Early Martyrs."

1. Explain what a martyr is.

2. Explain the phrase "The blood of the martyrs is the seed of the church."

3. Have read story of martyrdom of Stephen (Acts 6; Acts 7. 44; 8. 2).

4. Tell of the traditional martyr deaths of Peter and Paul. See George Park Fisher's History of Christian Church, page 29.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 2

9:00– 9:15 *Memory Work.* Short drill on Psalm 23, Ten Commandments; review Beatitudes (locate in Bible).

9:15–10:00 *Bible Lesson.*

1. Review "The New Leader."

2. Take "The Siege of Jericho," page 369, Graded Bible Stories.

3. Reproduction of story by individuals.

4. Notebook work.

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Up From Slavery.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Church History.*

Lesson II—"Early Martyrs" (continued).

1. Review yesterday's lesson.

2. Story of Polycarp, the Bishop of Smyrna (material found in Farrar's Lives of the Fathers, Vol. I; or Beacon Lights of Christian History, by Albert Walkley). The teacher to teach this course successfully must have the material so well in hand that she can present an interesting story each day without referring to a book for information. Use a map and locate the geographic points named.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 3

9:00– 9:15 *Memory Work.* Review drill on Beatitudes.
9:15–10:00 *Bible Lesson.*

1. Review "The Siege of Jericho."

2. New Story, "Close of Joshua's Leadership," page 383, Graded Bible Stories.

3. Reproduction of story by individuals.

4. Notebook work.

10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Up From Slavery.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Church History.*

Lesson III.—"The Catacombs." For material, see Encyclopædia Bri-

tannica; Farrar's Lives of the Fathers, Vol. I, pages 10–14; Beacon Lights of Christian History, by Albert Walkley.

Daily Lesson Outline—Year 7—Number 4

9:00– 9:15 *Memory Work.* Review 1 Corinthians 13.

9:15–10:00 *Bible Lesson.*

1. Review, "Close of Joshua's Leadership."
2. Take "Sisera and Deborah," page 385, Graded Bible Stories. If teacher does not possess Dr. Moulton's Modern Reader's Bible, get a copy for right direction in reading Deborah's Song. Judges 5.
3. Reproduction of story.
4. Notebook work.

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Up From Slavery.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.* Lesson IV. —"St. Anthony the Hermit." Best account of this story found in North American Review, Vol. XCIII, page 457.

Daily Lesson Outline—Year 7—Number 5

9:00– 9:15 *Memory Work.* Review 1 Corinthians 13.

9:15–10:00 *Bible Lesson.* Thorough review of week's lessons.

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Up From Slavery.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.* Thorough review. If the teacher prepares a number of questions and topics on a slip of paper and has the pupils one by one draw a slip to be answered, the review will prove much more interesting. Do not distribute the slips all at once, else the class will not give its undivided attention to the one being answered. Have the pupils read aloud the question or topic as soon as it is drawn. Let all think about it quietly a minute, then the one who has drawn it may answer it if he can.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 6

9:00– 9:15 *Memory Work.* Paul's Oration from the Areopagus (Acts 17. 22–32).

9:15–10:00 *Bible Lesson,* "Saul Finds a Kingdom," page 393, Graded Bible Stories.

1. Presentation of story unit by unit.
2. Repetitions of unit divisions, finally of whole story.
3. Notebook work.

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Up From Slavery.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.*

Lesson VI.—"Story of Constantine the Great." Let teacher find material in any good encyclopædia, and ancient history. If accessible, use also Horton's Beacon Lights of Christian History.

Lesson VII.—Combine material found into a living connected story of Constantine, embodying the reasons

for remembering him. See Lord's Beacon Lights of History, Vol. I, Chapter VII.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 7

9:00– 9:15 *Memory Work.* "Paul's Oration."
9:15– 9:30 *Bible Lesson.*
1. Review "Saul Finds a Kingdom."
2. Recall what is known of early life of David.
3. Present "The Calling of David," page 396, Graded Bible Stories.
4. Repetitions.
5. Notebook work.
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Up From Slavery.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Church History Stories.* How England Became Christian. See Charles Morris, Historical Tales, pages 7-16. Augustine in Encyclopædia Britannica; Green's History of English People.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 8

9:00– 9:15 *Memory Work.* "Paul's Oration."
9:15–10:00 *Bible Lesson.*
1. Review "The Calling of David."
2. Take "The End of Saul and Jonathan," page 404, Graded Bible Stories. Let teacher read "David's Lament," 2 Samuel 1, in a Modern Reader's Bible, by R. G. Moulton.
3. Repetitions.
4. Notebook work.
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Up From Slavery.

10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Church History Stories.* Lesson VIII.—"Story of Saint Augustine." See John Henry Allen, Christian History.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 9

9: 00– 9: 15 *Memory Work.* "Paul's Oration."
9: 15–10: 00 *Bible Lesson.*
1. Review "The End of Saul and Jonathan."
2. Combine 7. 61, 7. 62. "David is King," and "David's Kindness to Mephibosheth," pages 407, 409, Graded Bible Stories.
3. Repetitions.
4. Notebook work.
10: 00–10: 05 *Rest Exercise.*
10: 05–10: 30 *Mission Work.* Up From Slavery.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Church History Stories.* Lesson IX.—"Chrysostom, the Golden-mouthed." For material, see Encyclopædia Britannica. Lord's Beacon Lights of History, Vol. I, Chapter VIII.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 10

9: 00– 9: 15 *Memory Work.* "Paul's Oration."
9: 15–10: 00 *Bible Lesson.* Thorough review of week's lessons.
10: 00–10: 05 *Rest Exercise.*
10: 05–10: 30 *Mission Work.* Up From Slavery.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 *Church History Stories.* Thorough review of week's work.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 11

9:00– 9:15 *Memory Work.* "Paul's Oration."
9:15–10:00 *Bible Lesson.* Combine 7. 65, 7. 66, "Solomon, the King," pages 417–420, Graded Bible Stories.
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Up From Slavery.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Church History.* "Story of King Alfred." See Hamilton Wright Mabie, Heroes Every Child Should Know, pages 127, 143. Charles Dickens, A Child's History of England, Chapter III.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 12

9:00– 9:15 *Memory Work.* "Paul's Oration."
9:15–10:00 *Bible Lesson.*
1. Review of yesterday's lesson.
2. New lesson. Combine 7. 67, 7. 68, "Solomon's Alliances and Temple," pages 421–425, Graded Bible Stories. For illustration borrow from Grade I model "Ancient Jerusalem," showing Solomon's Temple.

10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Lesson.* Up From Slavery.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Church History Stories.* "Hildebrand the Greatest Pope." For material see Lord's Beacon Lights of History, Vol. II, Chapter XVI. Encyclopædia Britannica. Samuel B. Harding, The Story of the Middle Ages, pages 183–192.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 13

9:00– 9:15 *Memory Work.* If the "Oration of Paul" has been well memorized, put remainder of time on reviewing memory work for previous grades.

9:15–10:00 *Bible Lesson.*

1. Review of yesterday's lesson.
2. Combine 7. 69–70, "Solomon's Troubles," pages 426–429, Graded Bible Stories.

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* If the book Up From Slavery has been finished and well reviewed, outside work on "The Negro Problem of To-day," what it is, and suggested remedies may well be brought in. Let teacher refer to Poole's Magazine Index for material. Choose biographical incidents as much as possible.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.* Savonarola the Martyr Preacher. See Mrs. Oliphant, Makers of Florence. Lord's Beacon Lights of History, Vol. III.

DAILY LESSON OUTLINE—YEAR 7—NUMBER 14

9:00– 9:15 *Memory Work.*

9:15–10:00 *Bible Lesson.*

1. Review.
2. Use first part of 7. 71, "Ahab and Elijah," to bottom of page 430. Combine with it 7. 74, 75, "Isaiah's Captivity," page 436, Graded Bible Stories. Let this lesson be continued the next day.

10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Lesson.* "The Negro Problem."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Church History Stories.*
"Story of Crusades."
Lord's Beacon Lights of History, Vol. II, Chapter XXII.
Tappan, When Knights were Bold, pages 136–148.
Read Longfellow's poem, "The Children's Crusade."

DAILY LESSON OUTLINE—YEAR 7—NUMBER 15

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Lesson.*
1. Finish 7. 74, 75.
2. Review as much of last week's work as there is time for.
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* "The Negro Problem."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Church History Stories.* Thorough review.

GRADE VIII

Books for Grade VIII

Vacation Religious Day School Manual. *Hazel Straight Stafford.*

Graded Bible Stories. *William James Mutch* (Christian Nurture, Ripon, Wisconsin).

Modern Reader's Bible. *R. G. Moulton* (Cambridge Press).

For Mission Work: Mountaineers of the South.

Use following books and magazines: Little Shepherd of Kingdom Come. *John Fox.* Mothering on Perilous. *Lucy Furman.* Scribner, Vol. XXIX, pages 387–399. Harper, Vol. CVII, pages 32–41. Nursery, Vol. XXVII, pages 506–508. American Missionary Magazine: May, 1910; June, July, August, September, December, 1911, April, 1912; May, 1913; April, August, September, December, 1914; January, 1915.

The use of above is not necessary if outlines of this mission work prepared by Mrs. Fraser, Yankton, South Dakota, can be obtained.

The following models are useful in illustrating Life of Christ (ordered for other grades and used also in this): Water-Jar, Nativity Grotto, Well, Model of Ancient Jerusalem.

The following may be ordered from New York Sunday School Commission, 73 Fifth Avenue, New York City: Bible Scroll (50 cents), Synagogue ($5.85), House of Rich Man (75 cents).

Daily Lesson Outline—Year 8—Number 1

9:00– 9:15 *Memory Work.* Isaiah 53. The teacher should read this selection in Dr. Moulton's Modern Reader's Bible, also the general commentary on Isaiah, to

help herself and the class to get the proper appreciation of what is being learned.

If the teacher and class prefer, the story of the prodigal son might be memorized instead. If this is done, let the parts of the father, elder son, servant, and prodigal son be taken by individuals, guarding against the same ones having the same parts daily. After this particular portion of memory work is well memorized, the time should be spent in reviewing just as much memory work for previous grades as is possible.

9:15–10:00 *Bible Story*. Life of Christ as given in Mutch's Graded Bible Stories. Let teacher read carefully directions on page 461–463, also page 23. Cover each day as much of the life of Christ as can be done well, not omitting notebook work and texts. Plan to reach page 498 by end of course. The first day should be occupied with discussing in a live, interesting way the geography of Palestine and drawing a map in the notebooks. Locate only the most important features, filling in with other locations as the lessons demand. Let the teacher bring pictures of the Dead Sea, Jordan River, Mount Hermon, Jerusalem, etc., which she has obtained from the public library. Back numbers of the National Geographical Magazine are most helpful. From time to time let volunteers present special topics, such as the life in Palestine in

the time of Christ the people and their houses, food eaten, etc.; have the journeys of Christ traced with dotted lines on the map.

10:00–10:05 *Rest Exercises.* One of following forms of relaxation may be used: Calisthenics (see Grade I): deep breathing, stretching; meditation (see Grade IV).

10:05–10:30 *Mission Work.* Mountaineers of the South.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Stories from Church History. H. E. Marshall, A History of France, chapters XXXV, XXXVI.

Daily Lesson Outline—Year 8—Number 2

9:00– 9:15 *Memory Work.*

9:15–10:00 *Bible Story.*

10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Geography of Region.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Stories from Church History.*

"Saint Francis of Assisi." See "Stories of the Middle Ages," retold from Saint Nicholas, pages 154–160.

Stories of Three Saints, Mary MacGregor.

God's Troubadour, Sophie Jewett (excellent photographs).

Life of St. Francis of Assisi, Paul Sabatier, for teacher's use; an exhaustive study.

Daily Lesson Outline—Year 8—Number 3

9:00– 9:15 *Memory Work.*

9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Read The Fiery Cross.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Church History.*
"Henry of Navarre, the Tolerant."
H. E. Marshall, History of France, chapters LXV, LXVI.

Daily Lesson Outline—Year 8—Number 4

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* The Fiery Cross.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.*
"The Puritans in England and Holland."
Margaret B. Pumphrey, Stories of the Pilgrims.
Fisher, History of the Christian Church, pages 459–470.
Roland Usher, The Story of the Pilgrims for Children.

Daily Lesson Outline—Year 8—Number 5

9:00– 9:05 *Memory Work.*
9:05–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Ancestry and History.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* The Pilgrims on the Sea and in the New Land.

Charles C. Coffin, Old Times in the Colonies.

Margaret B. Pumphrey, Stories of the Pilgrims.

Daily Lesson Outline—Year 8—Number 6

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Present Conditions.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* Review. See Grade VII, No. 5

Daily Lesson Outline—Year 8—Number 7

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Present Conditions.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.*

The Story of Martin Luther's Life.
Fred Allen, History of Reformation.
Encyclopædia Britannica.

Fisher, The History of the Christian Church. Confine this lesson to interesting facts about Luther's life.

Daily Lesson Outline—Year 8—Number 8

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Present Conditions or Review.
10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.*
Martin Luther and the Reformation.
Give the broader view of influence of Luther's life on Christian history; essential ideas in regard to his doctrine.
Same references as for yesterday.

Daily Lesson Outline—Year 8—Number 9

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Traits of character. Unusual customs.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.*
Two Great Presbyterians, Calvin and Knox.
Fred Allen, History of the Reformation.

Daily Lesson Outline—Year 8—Number 10

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Traits of character continued.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Church History.* Continued from yesterday.

Daily Lesson Outline—Year 8—Number 11

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*

10:05–10:30 *Mission Work.* Needs of the people.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* Review.

DAILY LESSON OUTLINE—YEAR 8—NUMBER 12

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Work of different denominations and schools.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* "The Founder of Methodism—John Wesley."

DAILY LESSON OUTLINE—YEAR 8—NUMBER 13

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Dialogue, "Leaven on Noisy Creek."
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* William Carey, the Great Baptist Missionary.

DAILY LESSON OUTLINE—YEAR 8—NUMBER 14

9:00– 9:15 *Memory Work.*
9:15–10:00 *Bible Story.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* What Can We Do?
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* Adventuresome Jesuits.

DAILY LESSON OUTLINE—YEAR 8—NUMBER 15

9:00– 9:15 *Memory Work.*
9:15–10:00 *Review.*
10:00–10:05 *Rest Exercise.*
10:05–10:30 *Mission Work.* Review.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Stories from Christian History.* Review.

HIGH SCHOOL—YEAR I

The High School work is most efficiently accomplished if the boys and girls are separated, each having a teacher of his own sex. Mixed classes should be permitted only as a last resort.

In teaching "The Life and Work of Jesus," which is continued from the eighth grade, emphasis should be placed on the personality and teachings of Christ rahert than on biographical facts, so that his principles of living may be clearly understood by the student to the end of his accepting them as a standard for his own life.

Care should be taken by the teacher to paint a vivid attractive picture of Christ, the man hero, which will inspire the class with a new zeal to study his life. Christ as a "Man of Sorrows" does not appeal to young folk. Christ as a "Humorist," "Story Teller," "The Alert," "The Observer," "The Scourger," makes a tremendous appeal. To get this human viewpoint the teacher will find The Poet of Galilee, by William Ellery Leonard, very helpful. Also The Manhood of the Master, by Fosdick.

An introductory inspirational talk to bring Jesus before the class "as he moved about on earth—his cheek tanned by the mountain air and sun, his feet dusty with the highways of Samaria; his lips passing the time of day with neighbors in Capernaum or acquaintances about Jerusalem, his soul sometimes cast down by doubt or disappointment, his feelings annoyed by importunities of disciples or impertinence of scribe and Pharisee," [1] is time well spent.

Free use has been made in the course on the Life of Jesus as recommended by the Commission on the Definition of a Unit of Bible Study for Secondary Schools.[2] The following are some of the aims stated by the Com-

[1] From "The Poet of Galilee," by permission of B. W. Huebsch, publisher.

[2] Permission of Council of Church Boards of Education.

mission and used here by permission. The teacher should have these aims clearly in mind in teaching this course:

1. To Study:
   a. The geographical and historical setting of this work and the convictions and hopes in the minds of the people to whom they spoke.
   b. Purpose and plan of Jesus's public activity.
   c. The conditions which confronted him in Galilee and Jerusalem. His methods, his dauntless enthusiasm, and the results of his work.
   d. The events which led to his death and the facts underlying the resurrection stories.
   e. Jesus's chief teachings regarding the right relation between God and man, between man and his neighbor, each man's duty to society, the use of wealth, and the essentials for true happiness.

In teaching the course "Heroes of To-day" and "Heroines of To-day" the teacher's aim should be to arouse love for the ideal of service, by reading the lives of those who in modern life and in various ways have been the exponents of Christ's own ideal, service to humanity rather than for self. The teacher should exercise judgment in picking out those stories which best illustrate this ideal. Encourage discussion and be prepared to give a list of fuller accounts of the personalities and their work which may be read during the summer. For example, in reading about John Muir, tell the class of his interesting autobiography, also of his "Stickeen," one of the best dog stories in literature.

In the "Bible Reading" course the object is to create a love of reading the Bible, presenting it from a literary angle. Lyman Abbott's book, The Life and Literature of the Ancient Hebrews, also The Bible as Literature, by Wood and Grant (The Abingdon Press), will prove very helpful to the teacher for her own information. Dr. Moulton's edition of the Bible, called The Modern Read-

er's Bible, should be used by the teacher. A general idea of the literary form of each masterpiece should be obtained before starting the reading, but the definite goals should be intellectual and spiritual inspiration. On the teacher rests the responsibility of making these readings interesting in that she must direct the class through the Oriental phraseology and customs to the real kernel of the story. Paint the historical background for the masterpiece to be read in a few vivid colors, so that the right atmosphere may be created.

Each pupil should keep an accurate, attractive notebook, recording the main topics or points of interest in each course. Very good suggestions for notebook work may be found in Milton Littlefield's book, Handwork in the Sunday School, published by the Sunday School Times Company.

The oral method of instruction is used, the teacher only having a textbook, except in the Bible Reading course. This method imposes a heavier responsibility on the teacher, since she is the source of all information; yet if the teacher is well informed and enthusiastic with definite lesson plans, it produces wonderful results. The teacher must remember it is her duty to teach, not preach, and the test of teaching is not how long or brilliantly the teacher can talk, but how much the individual pupil can give back to the teacher. The teacher should present one topic succinctly, ask for a suitable topic heading, have it recorded on the blackboard and in notebooks, then before proceeding to the next topic have one or two pupils recite on the topic.

Books for High School—Year I

Vacation Religious Day School Manual. *Hazel Straight Stafford.*

Growth of the Christian Church. *Robert Hastings Nichols,* Vol. I (Westminster Press, Philadelphia).

Heroes of To-day. *Mary B. Parkman.*

Heroines of To-day. *Mary B. Parkman.*
Modern Reader's Bible. *R. G. Moulton* (The Macmillan Company).
Reference Books for teacher: Poet of Galilee. *William Ellery Leonard* (New York, B. W. Huebsch).
Either:

Short History of the Hebrews—Ottley, R. L. Cambridge University Press.

Students' History of the Hebrews—Knott.

Bible as Literature. *Wood* and *Grant* (The Abingdon Press).

Any one of the following:
Life of Jesus. *W. B. Forbush* (Charles Scribner's Sons).
Life of Christ. *Isaac B. Burgess* (University of Chicago Press).
Life of Jesus. *Harris Franklin Rall* (The Abingdon Press).
Story of Jesus Christ. *Elizabeth Stuart Phelps.*

Each pupil should have a loose-leaf notebook, also a copy of Moulton's Old Testament Stories and New Testament Stories (65 cents, The Macmillan Company).

High School—Year 1—Number 1

9:00– 9:05 *Enrollment.*
9:05– 9:35 *Life and Work of Jesus.*—Note: This outline is used by permission of Council of Church Boards of Education.

1. Extent and Power of the Roman Empire in Jesus's Day.

2. Little Palestine and its Sad History. Obtain good maps to illustrate this lesson.

Any good ancient history will give sufficient material for topics 1 and 2, although some short history of the Hebrews, such as Ottley's or Hosmer's

will give information which will make the lesson much more interesting.

9:35– 9:40 *Vigorous Calisthenics.*

9:40–10:10 *Growth of the Christian Church.* Pages 15–26 in Nichols's book, The First Century.

1. Jesus and His Disciples.
2. Jesus Founding the Church.
3. The Beginning of the Apostolic Church.
4. Church Extension.
5. Life of Church
6. Worship in Church.
7. Belief of Church.
8. Government of Church.

10:10–10:12 *Relaxation Exercises.* Stretching or yawning permissible.

10:12–10:30 *Bible Reading.* Story of Joseph. Explain why it is great story. Story to be read aloud, each one in class taking turn. Trace plot and narrative characteristics as reading progresses.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 In boys' class use Mary Parkman s book, Heroes of To-day; read aloud. In girls' class use Heroines of To-day; read aloud. If class is mixed, read one story from the former book one day, and one from the latter, another day.

High School—Year 1—Number 2

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. Continue history of Palestine.
2. Inspirational talk on Jesus, the

man and hero, as suggested in introductory notes.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.*

Review lesson by means of several questions given at close of Chapter II.

New lesson, pages 32–45 in textbook.

Present under following topics:

1. Extent of Christianity before Constantine.

2. Means of Growth. (Do not expect the class to remember names of apologists or teachers; it is sufficient if they remember in general how Christianity spread.)

3. Reasons for Persecution. Omit periods of persecution (page 36).

4. Effect of Persecution (page 4).

5. Constantine and Christianity. (Pages 36, 37. Drill on date 313, reads same backward or forward.)

6. Effect on Church (page 37, also page 45).

7. Trace on map extent of Christianity's growth after Constantine. (Do not drill on names of missionaries who spread Christianity—too confusing.)

8. Theodosius and Christianity (page 41).

10:10–10:12 *Relaxation Exercises.*

10:12–10:30 *Bible Reading.* Continue and finish story of Joseph.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 3

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. Happy Beginnings of Jesus's Work. Mark 1. 14; Luke 4. 14; Mark 1. 15; Luke 4. 16–22.

2. His Contagious Enthusiasm for His Work. Mark 1. 16–22, 27, 28, 35–39; 6. 6–11, 30–34, 45, 46.

3. His Care for the Needy. Mark 1. 23–26, 30, 34, 40–45; Mark 2. 1–5, 11, 12.

Studies in the Life of Jesus Christ, by Edward Bosworth, will give helpful teaching suggestions to the teacher. Any one of the books on the life of Jesus on the reference list, together with the Bible, will give sufficient material on above topics, and topics in following lessons.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.* Review by means of questions 8, 10, 12, 16, on page 42.

New Lesson.

1. Reasons for Monasticism (page 46).

2. Compare Eastern and Western Monasticism.

3. Service of Monks to World.

4. Meaning and Reason for Creeds (do not mention gnosticism).

5. Anonism.

6. Council of Nicea.

7. Creed of Chalcedon.

8. Test of Christianity from the Fourth Century on.

10: 10–10: 12 *Relaxation Exercises.*
10: 12–10: 30 *Biblical Reading.* In girls' class read "Samson's Wedding Feast"; in boys' class, the story of Abimelech; in a mixed class, the story of Abimelech.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 4

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 35 *Life and Work of Jesus.*

1. His Message of Joy and Helpfulness. Mark 2. 18, 19, 21, 22, 23–27; 3. 1–4. Matthew 12. 11, 12; Luke 15.

2. His call for Men of Sterling Character. Luke 6. 12, 13; Mark 3. 14–19; Mark 5. 5–7–12; 13–16, 20–23, 27, 28. Luke 6. 27, 28, 31–36; 11. 33–36; 14. 25–35.

9: 35– 9: 40 *Calisthenics.*
9: 40–10: 10 *Growth of Christian Church.*

1. Sketch of Jerome's Life. Place emphasis on one thing for which he should be remembered (page 52).

2. Outline Augustine's Life (pages 53, 54).

3. Drill on Augustine's Famous Doctrine of the Church (page 60).

4. Paganism in Church (pages 56, 57).

5. Change in Worship in Church (page 55).

6. Rise of Catholic Church.

7. Changes in Local Churches (bottom of page 57 to bottom of page 58).

8. Offices in Federation of Churches (use blackboard to illustrate this).

9. Show how Pope's power grew out of Bishop of Rome's office (page 61).

10: 10–10: 12 *Relaxation Exercise.*

10: 12–10: 30 *Bible Reading.*

In girls' class read book of Esther; in boys' class read connected story of Daniel.

10: 30–10: 40 *Recess.*

10: 40–11: 20 *General Assembly.*

11: 20–12: 00 Heroes of To-day; Heroines of To-day.

High School—Year 1—Number 5

9: 00– 9: 05 *Record attendance.*

9: 05– 9: 35 *Life and Work of Jesus.*

1. Jesus's Disgust with Mere Formalities in Religion. Matthew 5. 20, 33–37; 6. 1–4, 5–7, 16–18; Mark 7. 6–8; Matthew 15. 13, 14.

2. Discovering the Good in Other People. Luke 6. 37–39, 41, 42.

3. Absolute Sincerity in Religion. Matthew 7. 15; Luke 6. 43–49; 11. 37–44, 45–48, 51–54. Mark 12. 38–40.

9: 35– 9: 40 *Calisthenics.*

9: 40–10: 10 *Growth of Christian Church.* Review thoroughly week's work. A good plan to follow is to review a topic which cuts horizontally through the entire period studied, for example: Changes in church organization (from apostolic church to organization of Catholic Church); then full discussion of one important topic such as "The Persecutions." Show their causes, their character, and results; then finish with an "omnibus"

question; that is, a group of short definite questions about all sorts of topics, demanding concise answers.

10: 10–10: 12 *Relaxation Exercise.*

10: 12–10: 30 *Bible Reading.* Continue reading long story.

10: 30–10: 40 *Recess.*

10: 40–11: 20 *General Assembly.*

11: 20–12: 00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 6

9: 00– 9: 05 *Record attendance.*

9: 05– 9: 35 *Life and Work of Jesus.*

1. Religious Convictions and Hopes of Jesus's People. Luke 11. 19, 20; Mark 7. 1, 2, 5–9, 14, 15; Mark 3. 23–30; 8. 11–13, 15.

2. His Family and Friends Turn Against Him. Mark 3. 19–21, 31–35; 6. 1–6. Matthew 10. 34–39.

9: 35– 9: 40 *Calisthenics.*

9: 40–10: 10 *Growth of Christian Church.*

1. Short sketch by teacher of contents of pages 65–69. Aim to present clear picture of worldly conditions at this period, avoiding too many details of little interest to class. No notes to be taken on this.

2. Present to class "Mediæval Missionary Effort" (pages 69-75), under following topics:

(1) Roman Missions in England (Green, A Short History of The English People—interesting reference).

(2) Scottish Missions in England (Taylor's Mediæval Mind—splendid reference, for teacher's use).

3. A Great Missionary, Boniface.
4. "The Apostle of the North," Ansgar.
5. Christianity in Russia.
6. Method of Mediæval Missions.

10: 10–10: 12 *Relaxation Exercise* (see Grade IV).
10: 12–10: 30 *Bible Reading.* Continue reading of long story.
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12–00 Heroes of To-day; Heroines of To-day.

High School—Year 1—Number 7

9: 00– 9: 05 *Record attendance.*
9: 05– 9: 35 *Life and Work of Jesus.*
1. Jesus Driven into Exile. Mark 3. 6; 7. 24, 31; 8. 10–13, 27.
2. How Jesus Rose Above His Disappointments. Mark 4. 1–9; Matthew 13. 44, 45; Luke 10. 2–5; Luke 11. 16, 21, 23, 24.
3. His Optimism in Face of Great Odds. Matthew 13. 24–30; Mark 4. 26–29; 30–32; Matthew 13. 33.

9: 35– 9: 40 *Calisthenics.*
9: 40–10: 10 *Growth of Christian Church.* Pages 75–82 in text. Use topic headings as given in book.
10: 10–10: 12 *Relaxation Exercise.*
10: 12–10: 30 *Continue Reading in Bible.*
10: 30–10: 40 *Recess.*
10: 40–11: 20 *General Assembly.*
11: 20–12: 00 Heroes of To-day; Heroines of To-day.

High School—Year 1—Number 8

9: 00– 9: 05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. A Prophet's Mission and a Prophet's Doom. (Make sure the word "prophet" and his function is properly understood; see Moulton's notes in Modern Reader's Bible, or Hebrew Prophets by Chamberlain.)

2. He Spurns Peter's Suggestions of Political Ambition. Mark 8. 27–30, 31, 33, 34–37; 9. 1.

3. Living for the Good of Others. Mark 9. 33–36; Matthew 18. 4; Mark 9. 38–40; Luke 11. 27, 28; Luke 17. 7–10; Mark 10. 35–44, 18.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.*

1. Review by means of questions 5–13 on page 82.

2. Present lesson "Paganism in the Church," under following topics:

(1) Three Causes of Paganism.

(2) Evidences of Paganism in Clergy, Papacy, and Society.

(3) Signs of Paganism in Worship and Popular Religion.

10:10–10:12 *Relaxation Exercises.*

10:12–10:30 *Bible Reading.* If long story is finished, read "Belshazzar's Feast."

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroines of To-day.

High School—Year 1—Number 9

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. The Fight for Nobility of Life.

Mark 9. 43–50; Luke 10. 31–42; 13. 22–25.

2. The Sacredness of a Child's Faith. Mark 9. 42; Matthew 18. 10, 14; Mark 10. 13–16.

3. The Spirit of Godlike Forgiveness. Matthew 18. 15; Luke 17. 3, 4; 9. 51–56; Matthew 18. 23–35; Mark 11. 25.

4. Wholehearted Devotion to God. Luke 9. 57–62.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.* Pages 101–110 in textbook.

1. Hildebrand's Position among Popes.

2. Hildebrand's Policy.

3. Conflict with Henry IV.

4. Hildebrand's Opposition to Clerical Marriages.

5. Hildebrand's Idea of Position of Pope.

10:10–10:12 *Relaxation Exercises.*

10:12–10:30 *Bible Reading.* Read several famous New Testament stories, such as "The Prodigal Son," "The Lost Sheep," "The Good Samaritan;" allow time for comment.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroines of To-day.

High School—Year 1—Number 10

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. How to Make Prayer a Vital Reality. Luke 11. 1–4; 18. 9–14.

2. All Life under Sway of God.

Luke 12. 35–40, 42–48; 16. 10–13; 17. 20, 21; Mark 13. 28–32, 35, 36.

3. Loyalty to Conviction. Luke 12. 4–7.

4. Divine Love for the Wayward. Luke 7. 36–50; Matthew 11. 28–30; John 7. 53; 8. 11; Matthew 21. 28–32; Luke 15.

9:35– 9:40 *Growth of Christian Church.* Pages 110–119.

1. Power of Papacy under Innocent III.

2. Power of Church over Life in Western Europe.

3. Extent of Church in Europe.

4. Extent of Eastern Church.

5. Causes of Crusades

6. Children's Crusade.

7. Results of Crusades.

10:10–10:12 *Relaxation Exercises.*

10:12–10:30 *Bible Reading.* Shipwreck of Paul.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 11

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.*

1. Jesus's Fight to Protect the Home. Mark 10. 2–12.

2. Jesus's Definitions of Salvation and Real Religion.

3. Dangers of Wealth. Luke 12. 13–21; 16. 19–31; Mark 10. 17, 19–27.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.* Pages 122–128.

1. Wealth of Church.
2. Pope and His Powers.
3. Archbishop and His Powers.
4. Bishop and His Powers.
5. Priest, His Powers and Duties.
6. Monastic Orders.
7. Monastic Orders and the Papacy.
8. Four Services of Monks.
9. Monastic Corruption.

10:10–10:12 *Relaxation Exercise.*

10:12–10:30 *Bible Reading.* Story of War of Deborah and Barak against Sisera (interesting comment in Kent, The Founders and Rulers of United Israel).

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 12

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.* Careful reading, comment and drill on "Ten Sayings of the Great Teacher." 1. Matthew 7. 7, 8. 2. Matthew 7. 1. 3. Luke 12. 48. 4. Matthew 6. 1, 3. 5. Luke 6. 38. 6. Mark 10. 43. 7. Matthew 7. 16, 17. 8. Matthew 6. 21. 9. Matthew 5. 44, 45. 10. John 5. 13.

9:35– 9:40 *Calisthenics.*

9:40–10:10 *Growth of Christian Church.* Pages 128–133.

1. Object of Church Discipline.
2. Protestant Method of Discipline.
3. Confession, Penance, and Absolution.
4. Object of Confession, Penance, and Absolution.

5. Purgatory and Indulgence.
6. Excommunication.
7. Church Courts.
8. Inquisition.
9. Sacramental System.

10:10–10:12 *Relaxation Exercise.*

10:12–10:30 *Bible Reading.* "Feats of Gideon" in boys' class; story of "Wooing of Rebekah" in girls' class.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 Heroes of To-day; Heroes of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 13

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Life and Work of Jesus.* Events of Passion Week.

1. Sunday: Day of Triumph.
2. Monday: Day of Authority.
(1) Cursing of fig tree.
(2) Cleansing of temple.
3. Tuesday: Day of Conflict.
(1) Christ's authority challenged.
(2) Discourse against scribes and Pharisees.
(3) Jews reject Christ.
(4) Conspiracy between chief priests and Judas.
4. Wednesday: Day of Retirement, probably spent in Bethany.
5. Thursday: Last Day with Disciples. Last Supper.
6. Friday: Day of Suffering.
(*a*) Agony in Gethsemane.
(*b*) Betrayal, arrest, trial, crucifixion.
7. Saturday: Day in Tomb.
Resurrection.

9:35– 9:40 *Calisthenics.*
9:40–10:10 *Growth of Christian Church.* Pages 133–139.
10:10–10:12 *Relaxation Exercises.*
10:12–10:30 *Bible Reading.* Friendship of David and Jonathan, including exquisite lament of David over Saul and Jonathan on page 191 in Moulton's Bible Stories of Old Testament. 2 Sam. 1:17–27.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 14

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Life and Work of Jesus.* Read and discuss. "The Heroic Death of Jesus." Mark 14. 32–42, 43–49, 50, 53–61; 15. 1–5, 15–20, 21–32, 33, 37, 39–41.
9:35– 9:40 *Calisthenics.*
9:40–10:10 *Growth of Christian Church.*
In textbook take first paragraph on page 141; omit to page 145; take pages 145–152.
1. Life of Francis of Assisi.
2. Franciscans' Early and Late History. (If there is time read at least a portion of Francis's Canticle of the Sun.)
3. Popular Christianity—Character of.
4. Evangelical Religion.
10:10–10:12 *Relaxation Exercise.*
10:12–10:30 *Bible Reading.* Several of Jesus's Parables.
10:30–10:40 *Recess*

10:40–11:20 *General Assembly.*
11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR 1—NUMBER 15

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Life and Work of Jesus.*
1. Story of Resurrection John 20.
2. The New Life Which Jesus Imparted to His Followers. Luke 24. 13–35; John 1. 4, 5, 16–18; 3. 16; 8. 12; 10. 10–11, 34, 35; chapter 21.
9:35– 9:40 *Calisthenics.*
9:40–10:10 *Growth of Christian Church.* Pages 152–156. General review.
10:10–10:12 *Relaxation Exercises.*
10:12–10:30 *Bible Reading.* In boys' class read "Ten Great Proverbs"—Proverbs 16. 3; 29. 11; 16. 32; 16. 8; 15. 7; 15. 1; 16. 18; 26. 27; 11. 25; 14. 34; in girls' class read "A Perfect Woman"—Proverbs 31. 10–30.
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 Heroes of To-day; Heroines of To-day.

HIGH SCHOOL—YEAR II

Books and Material Needed for High School—Year II

Vacation Religious Day School Manual. *Hazel Straight Stafford.*

The Story of the New Testament. *Edgar J. Goodspeed* (University of Chicago Press).

The Growth of the Christian Church, Vol. II. *Robert Hastings Nichols* (Westminster Press, Philadelphia).

Women Workers of the Orient. *Margaret Burton.*

Heroes of Missionary Enterprise. *Claud Field* (J. B. Lippincott Company, Philadelphia).

Each pupil should have copy of Moulton's Biblical Masterpieces (65 cents) (The Macmillan Company). Also a New Testament and a notebook. Models of Oriental homes—rich man's home (75 cents), peasant's house ($1.25)—may be obtained from New York Sunday School Commission, 73 Fifth Avenue, New York city.

Model of a Japanese living room may be obtained from A. A. Vantine Company, Fifth Avenue and 39th Street, New York city.

The teacher should read the Teaching Suggestions for High School Year 1.

High School—Year 2—Number 1

9:00– 9:05 *Enrollment.*

9:05– 9:35 The Story of the New Testament. Use Goodspeed, Chapter XX, to present the lesson "The New Testament in the Making." If the teacher has access to First Standard Manual of Teacher Training (Barclay), portions of Chapters II, III, XV will be helpful

reference material. The Encyclopædia Britannica may also be used.

The teacher should have the lesson material divided into several topics. After presenting one topic, the teacher should pause for comments and questions, hear one or two pupils give the main points in the topic which should be recorded in the pupil's notebook.

9:35– 9:40 *Relaxation Exercise.* (Stretching or any form of relaxation should be encouraged before proceeding to the next lesson.)

9:40–10:10 Growth of Christian Church. Modern Period, by Nichols. Take pages 2–11. Follow oral method of topical instruction as outlined above.

10:10–10:15 *Vigorous Calisthenics.* (Arm movements, bending, etc., should be directed by teacher or an able pupil.)

10:15–10:30 *Biblical Reading.* Each pupil should have copy of Moulton's Biblical Masterpieces. Examples of oratory, essay, wisdom literature, and lyrics should be read. Omit narratives, since Year 1 covered this form. The object of this course should be to read the Bible intelligently and with enjoyment. The teacher should preface reading with brief explanation of characteristics of literature to be read. Moulton's commentaries and notes give ample material.

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Mission Course.* In girls' class use Women Workers of the Orient, by Margaret Burton. In this work oral

presentation of textbook material with some assigned work for the class will give best results. Lesson I—"Home Life in Moslem Countries and in India." Use models or pictures of Oriental home to illustrate. In boys' class use "Heroes of Missionary Enterprise," by Claud Field. Reading aloud the textbook with frequent reviews is the best method. If the class is mixed, use whichever is at hand.

HIGH SCHOOL—YEAR 2—NUMBER 2

9:00– 9:05 *Record attendance.*

9:05– 9:35 Life and Work of Paul. Review the class on what they already know about Paul. Teacher should supplement weak spots. Following topics should be well in mind.

1. Paul's Early Life.
2. Paul's Conversion.
3. Paul's Personality.
4. Paul's Great Work.
5. A Prisoner at Rome.
6. Some of his teachings:
   (1) Song of love, 1 Corinthians 13.
   (2) Right thinking, Philippians 4. 8.
   (3) Value of Bible, 2 Timothy 3. 16, 17.

9:35– 9:40 *Relaxation Exercise.*

9:40–10:10 *Growth of Christian Church.* New Life in Western Church, pages 11–20.

10:10–10:15 *Calisthenics.*

10:15–10:30 *Bible Reading.*

10:30–10:40 *Recess.*

10:40–11:20 *General Assembly.*

11:20–12:00 *Missions.* In girls' class use "Home Life in China and Japan." If possible, have topics from work done outside textbook. Use model of Japanese living room.

HIGH SCHOOL—YEAR 2—NUMBER 3

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Story of the New Testament by Goodspeed.* Present topically Chapter I.
9:35– 9:40 *Relaxation Exercise.*
9:40–10:10 *Growth of the Christian Church.* Life of Luther, pages 25–35; 39–41 in textbook. Outside information should be brought in to fill out details omitted in textbook.

Suggested topics:

1. Luther's Youth, Parentage, Schooling, Character.
2. Luther's Monastic Life.
3. Luther a Professor at Wittenburg.
4. The "95 Theses" Controversy.
5. Excommunication.
6. Marriage.
7. Diet at Speyer.
8. Death of Luther.
9. His Work and Influence.

10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Course.* In girls' class use "Effect of Christian Missions in Oriental Homes."

HIGH SCHOOL—YEAR 2—NUMBER 4

9:00– 9:05 *Record attendance.*

9:05– 9:35 *Use suggestions for Study* at close of Chapter I in The Story of the New Testament.
9:35– 9:40 *Relaxation Exercise.*
9:40–10:10 *Growth of Christian Church.* Lutheranism, pages 35–39. Read some of the "95 Theses."
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* In girls' class take "Women in Industries in Mohammedan Lands and India and China."

HIGH SCHOOL—YEAR 2—NUMBER 5

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Chapter II in textbook.
9:35– 9:40 *Relaxation Exercises.*
9:40–10:10 *Growth of Christian Church.* Zwingli and Calvin, pages 45–55. Excellent summary of Calvinism found in Dedication of The Institutes, by Calvin.
10:10–10:15 *Calisthenics*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* In girls' class "Japanese Industrial System."

HIGH SCHOOL—YEAR 2—NUMBER 6.

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Suggestions for study at close of Chapter II.
9:35– 9:40 *Relaxation Exercise.*

9:40–10:10 *Growth of Christian Church.* Pages 55–65.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* Review.

High School—Year 2—Number 7

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Chapter III.
9:35– 9:40 *Relaxation Exercises.*
9:40–10:10 *Growth of Christian Church.* Pages 66–76.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Course.* In girls' class, "Broadening Horizons for Women in Oriental Countries."

High School—Year 2—Number 8

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Suggestions for study at close of Chapter III.
9:35– 9:40 *Relaxation Exercises.*
9:40–10:10 *Growth of Christian Church.* Review.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* In girls' class take "Women in Professions in Oriental Countries."

High School—Year 2—Number 9

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Chapter IV.
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.* Pages 86–88; 93–95; 99–104; 173–177.
1. Missionary Activity.
2. Huguenots.
3. Pietism.
4. Moravians.
5. Restoration Period in England.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* Continue "Women in Professions in Oriental Countries."

High School—Year 2—Number 10.

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Suggestions at end of Chapter IV.*
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.* Pages 117–128.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.* In girls' class finish book.

High School—Yrar 2—Number 11

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Story of the New Testament.* Chapter V.
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.*
10:10–10:15 *Calisthenics.*

10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Missions.* In the girls' class either devote week to special reports in connection with book studied and a thorough review; or a study of local foreign women, their needs, their present environment, etc.

HIGH SCHOOL—YEAR 2—NUMBER 12.

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Story of The New Testament.* Suggestions at end of Chapter V.
9:35– 9:40 *Relaxation Exercises.*
9:40–10:10 *Growth of Christian Church.* Pages 157-163.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

HIGH SCHOOL—YEAR 2—NUMBER 13

9:00– 9:05 *Record attendance.*
9:05– 9:35 *Story of the New Testament.*
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.* Pages 163–172.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

HIGH SCHOOL—YEAR 2—NUMBER 14

9:00– 9:05 *Record attendance.*

9:05– 9:35 *The Story of the New Testament.* Suggestions at close of Chapter VI.
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.* Pages 172–181.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

HIGH SCHOOL—YEAR 2—NUMBER 15

9:00– 9:05 *Record attendance.*
9:05– 9:35 *The Story of the New Testament.* Chapter VII.
9:35– 9:40 *Relaxation.*
9:40–10:10 *Growth of Christian Church.* Review.
10:10–10:15 *Calisthenics.*
10:15–10:30 *Bible Reading.*
10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Mission Work.*

HIGH SCHOOL—YEAR III

Books and Materials for High School—Year III

The Hebrew Prophets. *Georgia Louise Chamberlain* (University of Chicago Press, Chicago, Illinois).

Modern Reader's Bible. *R. G. Moulton* (The Macmillan Company).

Christian Americanization. *Charles Brooks.*

Magazine articles on subject, such as: (1) "Taking Mother into Camp" (Woman's Home Companion, March, 1920). (2) "Americanization: the Other Side of the Case" (John Hulomer, Atlantic Monthly, March, 1920).

Any one of the following:

1. On the Trail of an Immigrant. *Steiner.*
2. The Promised Land. *Mary Antin.*
3. Sons of Italy. *Antonio Mangario.*

Reference Books for Course on Synthetic Study of Scriptures. Short History of the Hebrews. *R. L. Ottley.* Life and Literature of Ancient Hebrews. *Lyman Abbott.* Students' History of the Hebrews. L. A. Knott. Any good ancient history. Historical Series. *Kent.*

Each pupil should have a loose-leaf notebook, and, if possible, one of the Prophecy Series of the Modern Reader's Bible (65 cents each). Copley prints which represent studies of the prophets should be entered in the notebook.

Teaching Suggestions for High School—Year III

In teaching the course, "Synthetic Study of the Scriptures," keep in mind that the object is to fit as far as possible into their proper historical niches the various biblical stories and incidents which have been studied

individually in the grades. Sequence of stories and background for stories rather than mastery of details of stories is to be emphasized. A portion of the chart should be used each day, the details supplied as needed by the teacher. Avoid, however, too many details which make for confusion; a bird's-eye view of biblical material is all that is possible in so short a course.

In the mission course—"Christian Americanization"—the object should be to create intelligent interest in the foreign element, so that fraternizing rather than contempt is made possible. Emphasize the fact that the evil and the danger in the problem spring largely from ignorance each of the other's ways. Where there is real understanding there is no problem. The teacher should familiarize herself with up-to-date articles on the question. The book by Brooks will be found helpful. Read portions of the books mentioned on the list, allowing time for discussion. In a boys' class it might be well to use On the Trail of an Immigrant, in a girls' class The Promised Land, in a mixed class selections from both, or Sons of Italy. Make the course practical by discussing ways and means in one's own community, what can be done on the part of the students in school, etc.

Use the oral topical method of teaching in the course on "Hebrew Prophets." See suggestions for High School Year I. Put a good deal of time on the readings, for the object of the course is to create an interest through understanding, in prophetic literature. It is very important that the class have access to a Moulton edition of the Bible or one similar; otherwise it is most difficult to read the passages intelligently.

High School—Year 3—Order of Program

9:00– 9:05 *Enrollment.*
9:05–10:00 *Hebrew Prophets.*
10:00–10:05 *Calisthenics.*
10:05–10:30 *Missions.* "Christian Americanization."

10:30–10:40 *Recess.*
10:40–11:20 *General Assembly.*
11:20–12:00 *Synthetic Study of Scriptures.*

DAILY PLAN FOR COURSE ON HEBREW PROPHETS

I. 1. Office of "Prophet." See Moulton's Modern Reader's Bible, pages 1388–1390; also textbook, The Hebrew Prophets, by Georgia Louise Chamberlain, pages 4–5.
2. Character of Prophets. Textbook, pages 6–7.
3. Historical Background for Elijah. Chapter III in textbook.

II. Chapter IV in textbook.
1. Ahab and Jezebel.
2. Phœnician Baalism.
3. Personality Leadership of Elijah.
4. Jehovah or Baal—The Test. Have class read aloud the story in 1 Kings.

III. Chapter VI in textbook.
1. Elisha.
2. Contribution of Elijah and Successors.
3. Survey of historical conditions from 876–722 B. C.

IV–V–VI. Amos, His Writings and Work.
Chapter VII in textbook, include footnotes, include footnotes, book of Amos in Bible.

VII. Hosea, His Writings and Work.
Chapter VIII in textbook; selection to be read from Bible.

VII–IX. Isaiah of Jerusalem. Chapter IX in textbook; portions of writings read.

X. 1. Micah of Moresheth. Chapter X in textbook.
2. Background for Jeremiah. Take as much of Chapter XI as time will permit.

XI. Finish Jeremiah.

XII. Ezekiel. Chapter XII in textbook.

XIII–XIV. Isaiah of Babylon. Chapter XIII in textbook. Readings from Isaiah.

XV. 1. Brief survey of new conditions in Jerusalem as affecting the prophets, Chapter XIV.
2. Voices of Hope, Chapter XV.
3. Pages 236 and 237.

SYNTHETIC SURVEY OF BIBLICAL MATERIAL

I. Period, Prehistoric or Legendary Age

1. *Historical Background*

Before B. C. 2000. Later Hebrew account for the dim beginnings of the world and humanity in the following majestic stories.

2. *Famous People and Events*

Story of the Creation—Adam and Eve—Garden of Eden—Cain and Abel—The First Murder—Noah, The Ark, The Flood—Tower of Babel (to account for different languages and races).

II. Period, Patriarchal Age, "Rule of the Father"

1. *Historical Background*

B. C. 2000–B. C. 1400 (approximate dates). Under Abraham, Isaac, and Jacob Hebrews are nomadic, shepherd tribes. At time of Joseph occurs sojourn in Egypt. About 400 years later under leadership, first of Moses, next of Joshua, escape from Egypt, conquer home in Palestine.

2. *Famous People and Events*

Abraham—Patriarch—Founder of Hebrew Race—Wife, Sarah.
Isaac—Patriarch of quiet, gentle nature. Lived in peace with God and man. Wife, Rebekah.
Jacob—Patriarch—Struggled much between right and wrong. Stole birthright from his twin, Esau. Wife, Rachael.
Joseph—Governor of Egypt—guardian of Hebrews in Egypt—Sold into slavery by his brothers.
Moses—Great leader of Hebrews during the Exodus—Great religious teacher—Ten Commandments
Joshua—Military captain whose genius won land of Canaan for Israel.

III. Period, Judges—Popular Leaders Exercising Judicial Functions

1. *Historical Background*

B. C. 1400–B. C. 1037 (approximate dates)—Period of trouble and unrest, much fighting.

2. *Famous People and Events*

Deborah—woman judge.
Gideon—Leader in wars against the Midianites—Famous victory with his three hundred picked men.
Jepthah—Sacrificed his daughter after a victory.
Samson—Noted strong man, physically; morally weak.
Samuel—The Righteous, last and best of judges.
Ruth—An idyl depicting Hebrew life at time of Judges. Some critics assign it to a much later period.

IV. Period, United Kingdom

1. *Historical Background*

B. C. 1037–B. C. 937—Period of greatest prosperity.

2. *Famous People and Events*

Saul—Farmer King—Founder of Hebrew Kingdom
David—Poet and warrior—Extended boundaries to widest limits.

SYNTHETIC SURVEY OF BIBLICAL MATERIAL—Continued

Solomon—Patron of art, commerce, and learning—Builder of temple—Oppressive taxation later caused division of kingdom.

V—a. PERIOD, KINGDOM OF JUDAH (SOUTHERN KINGDOM), JERUSALEM, CAPITAL

1. *Historical Background*

B. C. 937–B. C. 586—Torn by internal religious dissension, attacked by Egyptians and Assyrians—conquered after three centuries by Babylonians—after B. C. 586 became province of empires—Babylonian, Persian, Macedonian, and Roman.

2. *Prophets, Kings, and Other Famous Characters*

Rehoboam—ruled 17 years—lost part of his kingdom through unwise policy of arrogance.

Abijah—ruled 3 years—won victory over Northern Kingdom.

Asa—ruled 41 years—prosperity for Judah—made league with king of Syria.

Jehoshaphat—ruled 25 years—peace between Judah and Israel—good king—served God and nation well.

Jehoram—ruled 8 years—evil man—wicked wife.

Ahaziah—ruled 1 year—weak king, finally killed.

Athaliah—ruled 7 years—wicked queen, killed all but one of her grandchildren who later usurped her position.

Joash—ruled 40 years—began as good king, ended as evil ruler —Syrians defeated him.

Amaziah—ruled 29 years—conquered by king of Israel.

Uzziah—king—ruled 52 years; wise, vigorous king. Irreverent, became a leper. *Isaiah*—Prophet under this and three following reigns—peer among prophets—stood for clean politics and international fidelity. Poet, orator, idealist.

Jotham—king—ruled 16 years—good and successful. *Micah*—country prophet under Jotham and two following reigns.

Ahaz—ruled 16 years—depraved, weak king.

Hezekiah—ruled 29 years—good and famous king—destroyed idol worship—defended Jerusalem against Sennacherib.

Manasseh—ruled 55 years—began as evil king, repented and finally became good and holy man.

Amon—ruled 2 years—idolaters assassinated.

Josiah—ruled 31 years—killed at battle of Megiddo by Egyptians. *Jeremiah*—the prophet to the end of the kingdom (50 years). *Zephaniah*—another prophet under Josiah.

Jehoahaz—ruled 3 months—carried away captive to Egypt.

Jehoiakim—ruled 11 years—put on throne by Egyptians—he persecuted prophets, especially Jeremiah.

Jehoiachin—ruled 3 months—carried away with flower of population into captivity by Nebuchadnezzar of Babylon, B. C. 597.

Zedekiah—Vassal king of Nebuchadnezzar—revolted—Jerusalem destroyed, B. C. 586.

V—b. PERIOD, KINGDOM OF ISRAEL (NORTHERN KINGDOM), SAMARIA, CAPITAL

1. *Historical Background*

B. C. 937–B. C. 722—"Ten Tribes" withdrew from Judah in reign of Rehoboam—Period marked by struggles between

SYNTHETIC SURVEY OF BIBLICAL MATERIAL—Continued

worship of Jehovah and idolatrous worship. B. C. 722 Samaria captured by Sargon, king of Nineveh, capital of Assyria.

2. *Prophets, Kings, and Other Famous Characters*

Jeroboam—ruled 22 years—led revolt from kingdom of Israel.
Nadab—ruled 2 years—murdered by common soldier.
Baashab—ruled 24 years—wars with Judah.
Elah—ruled 2 years—drunkard.
Zimri—seven days' rule.
Omri—ruled 12 years—genius of a ruler—built city of Samaria.
Ahab—ruled 22 years—very wicked—wife is Jezebel. *Elijah*—prophet under Ahab's reign.
Ahaziah—ruled 2 years—evil king. *Elijah*—prophet, very strong character.
Joram—ruled 11 years—fighting king. *Elisha*—prophet under Joram—aided army of Joram and allies.
Jehu—ruled 28 years—slew priests of Baal—paid tribute to Assyrians—Elisha prophet.
Jehoahaz—ruled 17 years—weak king—many raids into kingdom by Syrians—Elisha prophet.
Joash—ruled 16 years—gained over his foes—Elisha died during his reign.
Jeroboam II—ruled 41 years—evil king—great soldier—no justice—great class distinction. *Amos*—shepherd prophet denounced wickedness of his reign.
Zechariah—reigned six months—slain.
Shallum—reigned one month—slain.
Menahem—ruled 10 years—paid heavy tribute to Assyrians. *Hosea*—prophet—interpreter of God's love.
Pekaliah—ruled 2 years—slain.
Pekah—ruled 20 years—invasion by Assyrians.
Hoshea—ruled 9 years—people carried away into captivity by Assyrians.

VI. Period of Captivity and Exile. Assyrian and Babylonian Supremacy

1. *Historical Background*

After B. C. 722—"Ten Tribes of Israel" became lost among population beyond Euphrates—remnant left mingled with colonists from Tigris known later as Samaritans—B. C. 586–B. C. 538. Settled in various parts of Babylonia—some returned after B. C. 538—religion purified while in captivity.

2. *Prophets, Kings, and Other Famous Characters*

Ezekiel—prophet at time of Nebuchadnezzar; aloof, stern in character—addresses his message to each individual who chooses Jehovah—uses emblems to illustrate his prophecies.
Isaiah—of Babylon—prophet during time of change in Babylonia before coming of Cyrus—message one of hope to his people.
Jeremiah—dies in exile in Egypt.
Daniel—great Jewish hero in exile—cast in lions' den—interprets dreams—important statesman.

VII. Period, The Return from Exile. Persian Supremacy

1. *Historical Background*

B. C. 538–B. C. 332—Cyrus, the Persian ruler, permitted the return from exile of those Jews who desired to go back—

SYNTHETIC SURVEY OF BIBLICAL MATERIAL—Continued

politically, Jews subject to Persians—internally ruled by priesthood—priest is tutor of people—shared honors and authority with civil head, a governor appointed by Persian king—partial restoration of city walls and temple.

2. *Prophets, Kings, and Other Famous Characters*

Haggai—stimulates the temple builders, supports temple service, and priesthood.

Zechariah—carries Haggai's work further.

Zerubbabel—princely leader of returned exiles—probably grandson of Jehoiachin.

Nehemiah—came from Susa where he was cupbearer to king to help rebuild Jerusalem.

Ezra—scribe—helped to reestablish Jews in their own land.

VIII. Period of Macedonian Supremacy

1. *Historical Background*

B. C. 332–B. C. 168—Alexander conquers East; establishes his rule over Syria including Juda—Seleucid line of governors—priestly rule continues—Greek influence in language and ideas felt.

2. *Prophets and Other Famous Characters*

Esther, Queen of Ahasuerus, saves Jews from treachery of Haman. (This story ascribed by some to earlier period of exile.)

Some books of Apocrypha composed.

IX. Period, Maccabean

1. *Historical Background*

B. C. 168–B. C. 63—last period of political independence for Hebrews. Religious renaissance—period of heroic fighting and sacrifice on part of Jews.

2. *Prophets and Other Famous Characters*

Some books of the Apocrypha composed in this period.

X. Period, Roman Supremacy

1. *Historical Background*

B. C. 63–A. D. 600—(Mohammedan conquest)—Pompey adds Syria, including Judea, to Rome as province—considerable local independence—A. D. 70, Jerusalem destroyed by Titus—Jews forever scattered—procurators, such as Pontius Pilate, represent emperor's interest in subject land, leased out to provincial governors—period of peace, prosperity—tolerance of Roman state toward religion allowed Christianity to get its start—good roads of empire helped rapid spread of Christianity.

2. *Prophets and Other Famous Characters*

Jesus Christ—(B. C. 4–A. D. 30)—founder of Christian religion—lived during reign of Emperor Tiberius—unknown outside of Syria—his crucifixion attracted no attention except among Jews—accused falsely of stirring up revolt against Romans.

Twelve Disciples—Matthew, Mark, Luke, John, Philip, Andrew, Judas, Peter, James, Thomas, Simon, and Bartholomew.

Paul—great missionary of Christian faith—started Christian churches in Europe.

Apostles—spread gospel of Christ.

All New Testament Characters.

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